



ARKANSAS DEPARTMENT OF EDUCATION

2015 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Wednesday, September 9, 2015, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Hot Springs World Class High School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

**ARKANSAS DEPARTMENT OF EDUCATION
2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Hot Springs World Class High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: N/A

Name of School District: Hot Springs School District

Name of Contact Person: Dr. Stephanie Nehus

Address: 400 Linwood Ave City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372 FAX: (501) 620-7829

Email: nehuss@hssd.net

Charter Site Address: 701 Emory St

City: Hot Springs

ZIP: 71913 Date of Proposed Opening: August 2016

Name of Superintendent: Dr. Mike Hernandez

Address: 400 Linwood Ave City: Hot Springs

ZIP: 71913 Daytime Phone Number: (501) 624-3372

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission to "provide a positive climate in which all students have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development," drives Hot Springs High to continuously strive to also achieve its motto to be a school where all students graduate college and career ready. At the heart of every decision is what is best for HSHS students based on the core beliefs that school should be a safe, supportive and nurturing environment where the bar is raised and high expectations for all students are set, and all students are taught to become critical thinkers, problem solvers, and life-long learners prepared with 21st century skills, promoting Trojan pride. Students are continuously encouraged to follow the behavioral expectations for the school: be respectful, be responsible, and be safe.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Hot Springs High School has been in preparation for a number of years to implement a comprehensive approach to career/technical and college readiness based on long standing interventions including the International Baccalaureate Programme and the Freshmen Academy. Through four career academies in grades 10-12, students will now have the ability to gain a high school diploma, associate degree, and industry certification upon graduation. All academies will be based on the needs of the career fields leading to high growth/high wage jobs. Students will have the ability to have flexible, alternate schedules that blend on-line learning, embed courses, and provide for career internships leading to real-world experiences.

To successfully fulfill the mission and vision of HSHS, the IB program is a key component with rigorous course work and an emphasis on developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. Foreign language and technology requirements for all students as well as the Diploma Programme through IB create an atmosphere for academic achievement that attracts students from other school districts in the county. Advanced Placement courses, on-line courses, and career/technical courses provide more educational opportunities for HSHS Trojans. Through a partnership with National Park Community College, HSHS students can receive two years of training in areas such as the medical field or law enforcement, and graduate with marketable skills, job-ready. The development of an advisor program where staff work with a small group of students during their years at HSHS, the incorporation of a Positive Behavior Intervention System (PBIS), and the school day opportunities to recover credits through the online learning work together to help ensure that HSHS fulfills its mission and motto as well as reinforces its behavior expectations. The Freshman Academy concept is another major component to help achieve the goal of all students graduating college and career ready. Consistently the staff at HSHS are examining data and collaborating to find new ways to be sure that the mission of HSHS is realized in the life of each student that becomes a Trojan.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The public hearing was held on Thursday, August 6, 2015, in the Mackey Theatre at Hot Springs High School beginning at 6:00 pm. There were 45 recorded attendees, including thirteen Steering Committee Members and three School Board Members .

Mr. Jackson, HSHS Principal, presented a Google Presentation to the audience stating the need for educational opportunities for the 67% of our students not going directly to college upon high school graduation and for a prepared workforce for our community. The fact that our high school already has a 9th Grade Academy is a big positive. He ensured those attending that HSHS would still be a public school, this process simply allows some creativity in meeting the requirements set forth by legislation and the Arkansas Department of Education. The use of an Academy model was presented with data from other Arkansas schools which have used this model.

Questions were taken from the audience concerning areas such as funding, online opportunities, transportation availability, waivers, career counseling, and career pathways, which were answered by Mr. Jackson and Dr. Hernandez, HSSD Superintendent. [A written transcript of the Public Hearing is included in Appendix A.] The Public Hearing was concluded by giving contact information for anyone who may have further questions that arise. Stakeholders can contact Mr. Jackson or Dr. Nehus by email or phone.

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located *at least three weeks prior to the date of the meeting.***

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission to "provide a positive climate in which all students have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development," drives Hot Springs High to continuously strive to also achieve its motto to be a school where all students graduate college and career ready. At the heart of every decision is what is best for HSHS students based on the core beliefs that school should be a safe, supportive and nurturing environment where the bar is raised and high expectations for all students are set, and all students are taught to become critical thinkers, problem solvers, and life-long learners prepared with 21st century skills, promoting Trojan pride. Students are continuously encouraged to follow the behavioral expectations for the school: be respectful, be responsible, and be safe.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name	Hot Springs School District		
District Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	73.11%	69.85%	66.4%
Targeted Achievement Gap Group	69.23%	65.86%	66.7%
African American	64.44%	55.51%	66.4%
Hispanic	72.33%	71.68%	75.0%
White/Caucasian	81.71%	82.04%	61.5%
Economically Disadvantaged	69.81%	66.37%	66.4%
English Language Learners/ Limited English Proficient	66.87%	71.66%	66.7%
Students with Disabilities	23.75%	34.62%	71.0%

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	64.63%	57.23%	77.0%
Targeted Achievement Gap Group	57.52%	53.24%	79.5%
African American	61.11%	44.44%	78.0%
Hispanic	47.62%	52.17%	72.2%
White/Caucasian	76.47%	73.17%	74.6%
Economically Disadvantaged	57.94%	53.51%	80.0%
English Language Learners/ Limited English Proficient	29.41%	50.00%	66.7%
Students with Disabilities	3.70%	46.67%	75.9%

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Lakeside School District		
Campus Name	Lakeside High School		
Grade Levels	8-12		
Campus Status	Needs Improvement		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	83.07%	86.36%	89.1%
Targeted Achievement Gap Group	69.50%	79.13%	79.2%
African American	59.18%	69.74%	88.9%
Hispanic	84.62%	86.96%	80.0%
White/Caucasian	85.67%	88.34%	89.5%
Economically Disadvantaged	73.08%	80.94%	75.0%
English Language Learners/ Limited English Proficient	n<10	70.59%	100.0%
Students with Disabilities	18.92%	51.22%	100.0%

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Hot Springs School District		
Campus Name	Hot Springs Middle School		
Grade Levels	7-8		
Campus Status	Needs Improvement Focus		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	66.44%	60.53%	N/A
Targeted Achievement Gap Group	61.99%	54.59%	N/A
African American	59.15%	45.70%	N/A
Hispanic	60.53%	63.75%	N/A
White/Caucasian	79.19%	75.44%	N/A
Economically Disadvantaged	62.21%	54.74%	N/A
English Language Learners/ Limited English Proficient	54.55%	60.87%	N/A
Students with Disabilities	16.42%	20.59%	N/A

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

As noted in the data above, Hot Springs High School is not meeting the level of academic performance needed for all students to be achieving at the proficiency level. The focus in recent years is to prepare all students for college, with little emphasis on the career aspect. However, all paths after high school are career paths whether college, technical training, or on the job training is required. The proposed charter will allow HSHS to focus on the ultimate career goal for every child while providing them educational experiences to prepare them for their future.

In 2013-2014, 77% of Hot Springs High School students graduated on time. Of those 77%, 32.9% went directly to college. This data shows us that 67% of our students do not leave us and immediately enroll in college. These statistics show that the Hot Springs business community needs our students prepared to enter the workforce upon graduation.

As an increasing number of schools and districts adopt a college/career pathways model, research on the impact of this strategy is becoming more available. Results to date have been significant, with positive impacts on graduation rates, academic outcomes, student behavior, and post-high school outcomes (National Center for College and Career Pathways Report). According to a survey of high school dropouts, "Eighty-one percent of survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school." (The Silent Epidemic, Gates Foundation; 2006)

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Garland County is unique in that it houses seven school districts. The opportunities provided our students and families is wonderful, while there are challenges including the school choice limitations in our county due to a standing desegregation order. Comparing the ADE Report Card data shows clearly that HSHS falls short of the majority of the other six districts in all areas including academic performance and graduation rate. Our outstanding faculty and staff give 110% to provide the best education possible for our students and families. Now is the time to be more innovative to meet the individual needs of our diverse student population.

We realize in our current structure we are not exposing our students to various other career paths due to our heavy emphasis on college. We would like to have a structured process in educating students about the importance of being a completer in addition to offering a larger variety of pathways in which to be a completer. Research has shown the importance of increasing workforce experience before graduating from high school helps students find higher wage earning jobs. We feel that through an academy model that more emphasis will be placed on the importance of mapping out a career path and finding out through experience what career a student wishes to pursue (and even the experience to find out what career they do not want to pursue). The internship component in addition to the focused curriculum will direct students towards a better understanding of their chosen career path.

According to a survey conducted by the Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, Garland County has the following types of industry: Manufacturing (32%), Business/Professional Services (26%), Retail (15%), Communications (9%), and Other (15%). The survey showed the greatest general skills needed by these industries to be computer skills (82%), mathematics, reading, and customer service (73%) followed by quality processes and safety (44%). The technical skills needed were assemblers and fabricators, manufacturing, and blueprint reading (34%) followed by drafting, hydraulics, and maintenance (25%).

According to Megan Greeson, Chamber of Commerce liaison with HSSD, 65% of the businesses were willing to meet with the school district to determine how to partner together to assist the district in preparing students for careers in local industry. Of those willing to work with the school district, 68% were willing to provide guest speakers for classes, 57% would provide facility tours, 42% were willing to serve on an advisory board, 39% would allow job shadowing, and 32% were willing to serve as mentors to students and faculty in order to help prepare HSHS students to enter the local workforce with the needed competencies.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

There are many innovations that will distinguish Hot Springs World Class High School from other traditional schools. First, providing Academies that are founded on the career clusters will be beneficial in meeting the needs of all individual students. Second, Hot Springs School District is the only K-12 International Baccalaureate district in the state of Arkansas and the first district in the state to implement the IB Career-related Programme. Third, each Academy will include career pathways and internships, providing students with real-world experiences that would not be available in a traditional setting.

ACADEMIES: Hot Springs High School implemented a Freshman Academy in 2014-2015. The success realized in the first year has laid the foundation for an expanded academy approach in grades 10-12. Our proposed academies are founded on the nationally recognized career clusters: Business & Technology, Education & Healthcare, Industrial Technologies, and Liberal Studies. These academies were selected based on the needs of our community and statistics on current high need/high wage jobs.

INTERNATIONAL BACCALAUREATE: We are proud to be the only K-12 IB district in the state of Arkansas. We feel this program sets us apart from other districts in our county and state through its rigorous curriculum and use of best instructional strategies that incorporate project-based learning. The academies will be fully aligned with the IB program, including both the Diploma Programme and the Career-Related Programme. The District Conversion Charter School will allow our IB program to expand due to more opportunities through the career pathways. [A brochure of the IBCP is attached in Appendix F.]

CAREER PATHWAYS: Internships provide students an opportunity to build professional contacts for future possibilities in their preferred career field. This will, also, give students an opportunity to determine if this career path is truly a direction they want to pursue through invaluable work experience opportunities.

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
#1 - Increase the graduation rate	ADE Report Card	Baseline - 77%* Increase the graduation rate by 2% each year to reach the state rate of 86.9% in 5 years	Annual review upon publishing of the ADE Report Card
#2 - Increase College Going Rate	ADE Report Card	Baseline will be set in 2015-2016* Goal to be determined based on data	Annual review upon publishing of the ADE Report Card
#3 - Increase Pathway Completers	ACE Performance and Local Targets Report	Baseline - 34.4% from 2013-2014 Increase by 6% in 5 years	Annual review upon publishing of the ACE Report
#4 - Increase Math scores	ACT Aspire	Meet or exceed the state average in Math	Annual review beginning in June 2017
#5 - Increase Literacy scores	ACT Aspire Reading, Language, and Writing	Meet or exceed the state average in Literacy	Annual review beginning in June 2017
#6 - IB Certificates	IB Career-related Certificate recipients	Increase the IB Career-related recipients by 8% in 5 years Baseline set in 2016-2017	Annual review upon receipt of IB scores
#7 - Increase ACT scores	ACT	Baseline - 17.9 composite* Meet or exceed the state composite	Annual review upon receipt of ACT data

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

**Goal 1- The HSHS' Graduation Rate was selected instead of the HSSD rate. HSSD includes the ALE, Job Corps, and the Juvenile Detention Center/Youth Services Program - all of which serve students from all seven county schools.*

**Goal 2- A College & Career Counselor will be implemented in the 2015-2016 school year.*

**Goal 7- HSSD has given the Universal ACT to all students at both HSHS and ALE in the past.*

As an integral part of the Garland County community, HSHS realizes that increasing the graduation rate will fulfill our vision of graduating all students college and/or career ready and provide the community with skilled laborers and professionals. The other data points will give us a broader picture of the future success of our students. It will be critical for us to chart the post-secondary activities of our graduates to measure the success of the career pathways model. The goal would be for our students to reach their career goal. Monitoring of this goal will be done through data collected three years and five years after graduation from high school.

5. For elementary charter schools provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

In grades 9-10, all students will be exposed to the IB Middle Years Programme (MYP) through English, math, science, social studies, foreign language, technology, fine arts, and physical education courses. Beginning in 10th grade, students will choose an academy that aligns with a career interest. The following are current career pathway options for students: Digital Communications, Dance Technique, Family and Consumer Sciences, Photography, Theatre Performance, JROTC, Advertising Design, Automotive Service Technology, Criminal Justice, Machine Tool Technology, Medical Professions Education, Wood Technology, and Introduction to Engineering. Further pathways will be available based on student interest and business community needs. [Attached in Appendix G are pathways explaining the courses needed to successfully complete the pathway and graduate. The HSHS Course Catalogue listing all required and elective courses can be found in Appendix H.]

The International Baccalaureate Career-Related Programme (IBCP) will be implemented in 2015-2016. This program provides a rigorous course of study for 11th and 12th grade students who wish to focus on a career goal. IBCP students must take one two-year Diploma Programme course and one one-year DP course plus complete a two-year CTE course. In addition, IBCP students will take the IBCP Core course, a two-year course that encompasses language development, research, and service learning. [See Appendix F.]

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

The HSHS curriculum at grades 9 and 10 will continue to follow the IB MYP course/curriculum requirements. The curriculum for these classes is based upon unit planners, which incorporate key and related concepts, global context, statements of inquiry, inquiry questions, summative assessments, the IB approaches to learning, correlation to CCSS and MYP standards, learning processes, resources, and reflections.

At grades 11 and 12 the HSHS curriculum will be aligned to the CCSS with additional real-world emphasis placed on careers related to the particular academies. This career interest piece of the curriculum will involve guest speakers, projects, community service, and assignments that relate to the academy focus, and assessments that include presentations, writing, and skill demonstrations associated with careers.

Through a partnership with National Park College and National Park Technical Center, students have the opportunity to complete concurrent credit coursework and vocational offerings that will be assimilated into the career pathways. [Concurrent credit information can be found in Appendix I.] IB Diploma Programme classes are also available to all students with rigorous standards in specified content areas and external assessments through the International Baccalaureate Organization. AP classes are available, as well, beginning at grade 11 offering rigorous standards and the opportunity to earn college credit through external assessments.

New curriculum offerings in specific career skill areas will be developed based on student interest and current high demand/high wage job needs. These courses will bring in professionals as the instructor to provide students with real-world training experiences.

Programs that support core classes in the academy approach are listed below:

- ** the EAST Core Initiative which applies career needs to math and science academic subject areas through project-based learning
- ** coordination between CTE classes and core subject area classes to allow for cross-curricular projects/ assignments that focus on specific academy career areas
- ** small group mentoring that helps to build character and soft skills needed both in the classroom and career/industry sites
- ** the IBCP which will function seamlessly in the academies and offer a core course for research, service learning, and continued language development
- ** co-taught English and math courses to provide differentiation and extra supports for all students

Various instructional methods will be utilized to meet the needs of every individual student with an emphasis on real-world applications. Some instructional methods will include, but not be limited to, technical writing, oral presentations, cooperative learning, project-based learning, cross-curricular projects, community service, lecture, interactive technology opportunities, higher-order questioning, providing purpose, and authentic assessments. All teachers will receive systematic training to improve instructional current strategies and to introduce new methods of teaching. Specific instructional strategies will be targeted annually based on career pathway needs with embedded professional development throughout the year. Teachers will, also, receive intensive training on the selected career academies with an emphasis on how to incorporate real-world needs of each academy career pathway into content specific courses during the summer of 2016.

The district has supported these initiatives in the past and will continue to utilize the same financial resources in the future. The school board is committed to providing the best educational experience for every Trojan. The district will continue to pursue grants to provide additional resources and opportunities.

7. Describe the educational program to be offered by the charter school

Applicant Response:

Academy learning will take place. Core classes, along with electives will be focused on career cluster pathways leading to high demand/high wage jobs. The Freshman Academy will be the foundation where students will be introduced and explore areas of interest. In addition, Civics and Oral Communications will be embedded during the freshman year to provide students more flexibility in grades 10-12 to focus in on their selected career pathway. Freshmen will create six year plans with an adult mentor who will support them throughout high school and encourage them to reach their goals.

Sophomores will continue to take the MYP required curriculum which incorporates English, math, science, social studies, foreign language, technology, fine arts, and physical education courses. Entering this school year, students will have selected a career pathway and their classes will incorporate a focus on the chosen areas. Students' elective courses will be selected based on their chosen career pathway. The sophomore school day will look very similar to the freshman day and a typical school day. Continued career counseling and mentoring will be provided and any adjustments to their six year plans will be made accordingly. Both freshman and sophomore students will be exposed to classroom seminars provided through business partners.

Juniors and seniors could realistically experience a very atypical school day. It is our goal to create business partnerships that will provide 11th and 12th grade students with internships and job shadowing opportunities. Students will have the opportunity to complete required credits prior to these years, leaving them with time in their schedules to leave the school campus for work related experiences. To accommodate our business partner schedules, juniors and seniors will have the flexibility to take classes online or at alternate times/locations.

Initially, these academies will be limited in career paths as we develop our charter school program. Eventually, we see expanded opportunities for students to have greater choices in their fields of interest. Students will be able to change pathways as their interests change. The goal of Hot Springs School District is to provide all graduates with a value-added diploma. This may take the form of industry certifications, concurrent college credit, an associate degree, and/or documented work experience based on student's level of motivation and interest.

8. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Now is the time to be innovative to meet the needs of individual students. A traditional school is bound by regulations that provide a cookie cutter approach to educating all students in the same way. This charter school will allow us flexibility to allow students to prepare for their career pathway as they finish high school. Students will leave HSHS with a value-added diploma through an associate degree or industry certification.

Currently our seniors complete a senior interview and exhibition. This process allows them to explore a career area of interest, along with building resume and interview skills. Community volunteers from local businesses participate as the interviewers and judges for the exhibitions. The academies will expand this current practice to provide students more of a focused career exploration with a portfolio that will make them more employable upon graduation.

Community service will be expanded to lower grades for more participation by all students, rather than just the IB diploma candidates and those that take advantage of the current opportunity for credit. Each academy will develop a group project.

In order to allow the time for students to participate in internships and job shadowing, it will be imperative to embed courses to provide additional time in each student's schedule and allow for opportunities to complete courses outside of traditional school day hours/course credit requirements. With the current traditional school day and IB MYP requirements, students do not have enough time to effectively pursue career interests. It will, also, be necessary for professionals to be able to teach specific career courses without attaining an ADE teacher's license. Courses taught by industry experts and professionals will provide our community with very real-world educational experiences for the future workforce. One additional need is flexibility in class size to accommodate a large number of students interested in a specific career pathway, which would require more students in a class than traditionally allowed.

Hot Springs High School looks forward to the accountability mechanisms expected through a District Conversion Charter School. We feel this process allows us a fresh perspective on educating our students and meeting the needs of our local community and industries.

9. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

The Hot Springs Conversion Charter will have more autonomy than traditional schools through increased flexibility to meet the needs of the students. The charter with granted waivers will be able to employ personnel based upon their content knowledge without regard to whether they hold licensure as a teacher. This process will allow the school to work with business partners and local college faculty to donate or employ adjunct personnel to teach particular skills and content. We will also use their expertise to help develop curriculum that is meaningful to the business community.

The Hot Springs School District follows an on-site budgeting policy so the administrative members of Hot Springs High School are already adept at being able to make budgetary decisions in tandem with the district office. This collaboration will be a valuable asset in working with a charter school budget by purchasing and distributing resources where they are most needed.

The Hot Springs Conversion Charter has an established administration to manage the day-to-day school operations. The principal will oversee the financial and personnel resources available to the school in addition to the physical facilities. This office will also oversee evaluating the faculty. The 9-10th Grade principal will oversee the Freshmen Academy and personnel. The assistant principal will oversee the operation of the career academies and their maintenance. A dean of students will be responsible for maintaining a safe culture and environment by overseeing school discipline. We will also have a career counselor that will aid in pathway development and oversee the students in their 6 year plans.

One area in which the Hot Springs Conversion Charter might not exhibit as much autonomy would be in the area of the school calendar. Because the academy would rely upon district transportation resources, the need to follow the same academic calendar would be crucial. However, one area of autonomy and flexibility could be within the school day itself. With our proposed late start waiver day we would be able to provide transportation to students while also providing opportunities for enrichment and remediation. We might also investigate the possibility of running a daily schedule that contains a Zero Hour (7:00 am class) or maybe even a modified schedule from 9:00-4:00. These modifications would not exist in the beginning year of the academies but might evolve over time. We would also have opportunities for students that have on demand coursework that may take place at any time of the day. This will allow students to take advantage of meaning internships within the community.

Another area in which a charter school format would allow our school to exercise more autonomy would be in the area of course offerings for our students. Based upon research from student interest data, community business input, and labor market statistical data we could vary the course offerings that our school offers from year-to-year or over time. This flexibility would be unique to a charter school which could use career instructional volunteers or hire professional certified personnel that taught on a temporary basis as adjuncts. We would like to be able to allow established professionals from the community college to be able to teach courses on our campus or at the college without the restrictions of teacher licensure.

10. Describe the school improvement plan by addressing the following:

- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Under the direction of the Conversion Charter Steering Committee, which includes community partners, parents, students, and staff, the Hot Springs High School ACSIP Committees will meet once a quarter during the 2015-2016 year to plan and prepare for the transition to an academy model. These committees consist of parents, students, and staff and will work to develop an implementation plan, performance criteria, and an evaluation process for the effectiveness of the improvement plan. The ACSIP committees will determine the performance goals and criteria that will indicate the effectiveness of the school improvement plan. Performance data will be drawn from the ACT Aspire scores, which will include a career interest inventory, NWEA scores, CTE completion rates and CTE End of Course assessments, graduation rates, dropout rates, and student retention data.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Through the academy program, the nearly 70% of HSHS students who do not go directly to college upon high school graduation will have more options to gain marketable skills in specific career paths. Adding partnerships with business and industry and local colleges will create opportunities for internships, vocational training, job shadowing, and college credit classes for students. These expanded options are designed to increase the HSHS graduation rate. Throughout this process, supports such as mentoring, enrichment classes, additional counselors and instructional facilitators, and expanded CTE pathways to completion will be offered.

11. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the state standards as adopted by the State Board of Education.

Applicant Response:

Hot Springs World Class High School will use the Arkansas Curriculum Frameworks and the Common Core State Standards to fulfill all curriculum requirements. As an International Baccalaureate school, the curriculum review and revision process is very regular. Annually all teachers must reflect on their written curriculum documents from the school year and make revisions as necessary. As frameworks are revised at the state level, teachers are provided ongoing professional development to support full implementation.

Our students will take mandated state assessments and those results will help us to evaluate the effectiveness of our curriculum as we plan teaching to ensure student achievement across all curricular areas.

12. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Hot Springs High School has three full-time school counselors with students in grades 9-11 divided between two of the counselors. The third counselor works specifically with seniors and college and career initiatives. In addition, teachers will receive focused training to aid students in developing six-year educational plans through small group settings.

B) Health services;

Applicant Response:

Hot Springs High School will provide one full-time nurse, school-based mental health services through two community agencies, a full-time human services worker, and an active Coordinated School Health Committee, which meets twice a month to review the academic, social, and health needs of students.

C) Media center;

Applicant Response:

Hot Springs High School will work to expand the media center to provide opportunities for students, community members, and graduates to investigate careers, job opportunities, and post-secondary options as well as perform the traditional services of a media center.

D) Special education;

Applicant Response:

Students identified with a disability and having an IEP will be served according to their programming needs. The high school will offer specialized instruction, co-teaching in math and literacy, as well as indirect monitoring. Supportive services such as speech, occupational therapy, physical therapy, and specialized transportation will be offered. Students also have the opportunity to work with the Abilities Unlimited program where they function in a real-world work situation during part of the school day. All academies and the various career pathways will be inclusive of HSHS students with special needs.

E) Transportation;

Applicant Response:

Hot Springs High School will provide transportation to National Park College, National Park Technical Center, and Abilities Unlimited. With the addition of internships and other opportunities, transportation provision will be expanded. After school transportation is provided to allow students to attend additional tutoring, credit recovery, and extra-curricular activities.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Any 9th-12th grade students at Hot Springs High School may attend Summit School, which provides smaller classes, credit recovery opportunities, and individualized programs for students at-risk. An intermediate step prior to transferring to Summit provided by HSHS is the on-campus Alternative Learning Center (ALC) where students can recover credits working through Virtual Arkansas in a smaller class environment. A waiver to utilize qualified teachers who may not meet the state certification requirements will be requested.

G) English Language Learner (ELL) instruction

Applicant Response:

Hot Springs High School will comply with all federal, state, and local regulations pertaining to English Language Learners (ELL). Students that are identified as ELL will be given opportunities for equitable academic and language growth. Hot Springs High School will designate an endorsed ESL teacher to work collaboratively with parents and classroom teachers to provide intervention services to the students and teachers both in and out of the classroom. ELLs that require more intensive intervention will participate in enrichment classes to advance their vocabulary and language acquisition. In these enrichment classes ELLs will work in small group settings or one-on-one with the ESL teacher to adequately meet their specific individual need.

H) Gifted and Talented Program.

Applicant Response:

The needs of GT students at HSHS have always been met through our role as an authorized International Baccalaureate school. We plan to continue this policy as outlined below.

Students in grades 9-10 who qualify for GT services may be placed in pre-AP classrooms at their/ their parents' request: pre-AP Civics; pre-AP World history; pre-AP English 9 & 10 (students are required to complete summer reading and writing assignments in both classes); pre-AP Geometry; Pre-AP Algebra II; preAP Biology; pre-AP Physical science; pre-AP Oral communications; pre-AP Spanish II; and pre-AP French I/II. Students in GT have the opportunity to earn Algebra I and Spanish I credits in grade 8 in our Middle School.

Students in grades 11-12 are enrolled in the following IB/AP classes according to their requests and graduation needs: IB English 11 and AP/IB English 12; IB Math Studies and AP Statistics or Calculus; IB Physics I and II; IB Biology I and AP/IB Biology II; IB US History and IB Contemporary American history; IB Spanish III-IV; IB French III-IV; IB Business Management I/II; IB Information Technology; IB TOK; IBCP Core; AP Art. Other courses are added as needed and requested. A new IB Programme, the IB Career-related Programme will go into place in 2015-2016, which will combine the IB with a career and technical education that provides students with an IBCP Certificate as well as a completer status in a CTE course of study. Students in some of these classes also have the opportunity to earn concurrent credit if they wish.

13. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, Hot Springs Conversion Charter will plan to provide an annual report to the parents, community, business partners, and the state governing board to discuss the progress made by the charter school. We will advertise and promote an open Town Hall meeting by sending invitations to parents, community members, business partners, the school board, and representatives of the state education board. We will also provide a written report that will be posted on the district website, sent to business partners and also the state education board.

This report will include the school's progress in meeting academic objectives such as performance on state mandated evaluations such as ACT/ACT Aspire, national standardized test scores such as the ACT, PSAT, and AP exams and the school's graduation rate. These measurements will help determine our progress in meeting our goals and objectives. We will also use the measurements to make adjustments where needed to make improvements to policies, instruction, and personnel placement. The Hot Springs Conversion Charter will also time for questions, feedback, and suggestions during the Town Hall meeting.

We will also report local success stories and celebrate individual student achievement and accomplishments.

14. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

The Hot Springs World Class High School will be a District Conversion Charter School, which is a public school. All students who are eligible to enroll in the Hot Springs School District and are in the high school grade levels will be welcome to enroll and attend. There will be no enrollment criteria for admission. All students are invited. Garland County residency and school choice guidelines will be followed.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

☒ Yes

☐ No

15. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

There are no district personnel who have any prior involvement in the operation of other charter schools.

16. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Administration will consist of a building principal, a 9th-10th grade principal, and an assistant principal. These positions will be supported by a Dean of Students, one full-time and one part-time instructional specialist, a special education designee, and 3 full-time counselors.

Job Description and Qualifications:

Principals: manage, supervise, and evaluate faculty, staff, and finances effectively, act as the instructional leader and provide professional development, be responsible for student welfare, discipline, and management of extra-curricular activities, and execute the policies of the school/district. Must have a Master's Degree in Educational Leadership.

Dean: monitor student attendance, administer general student discipline, work with law enforcement. Must have a Bachelor's Degree.

Instructional Facilitators: plan and provide professional development, support and coach teachers, align curriculum, analyze assessment results, research and provide resources. Must have a master's degree.

SPED Designee: maintain SPED records, develop SPED student schedules, assign duties to SPED paraprofessionals, assist with SPED testing, and disseminate SPED information. Must have a Bachelor's Degree.

Counselor: teach guidance curriculum; provide academic, career, social counseling to students; work with staff, parents, and agencies to provide special programs; and maintain accurate records. Must have a Master's Degree.

Teachers: prepare and deliver effective instruction in a safe and productive environment that allows for student achievement. Must have a Bachelor's Degree. Teachers in specialized classes in certain career academies may not meet Arkansas teacher licensure requirements.

Qualifications of All Staff: commitment to quality education, strong organizational, oral and written communication skills, computer skills, ability to maintain effective working relationships, knowledge of district/school policies; basic math skills and ability to solve practical problems and deal with situations appropriately.

Positions: ADMIN-principals, instructional facilitators, dean of students, special ed designee, counselors. **FACULTY** - English, math, science, social studies, CTE, ROTC, PE, foreign language, fine arts, and SPED teachers. **SUPPORT:** DHS liaison, resource officer, technology coordinator, media specialist, ESL coordinator, part-time psychological examiner, registrar, nurse, office staff and instructional paraprofessionals.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☒ Yes

☐ No

18. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The current facilities at Hot Springs High School will continue to be the facilities used for Hot Springs World Class High School.

Hot Springs High School was constructed in 1968. It is approximately 194,900 square feet and the annual utility cost averages are as follows; Municipal Utilities: \$56,580, Electricity Cost: \$221,755, and Gas Cost: \$7,890.

Hot Springs High School has 58 classrooms, 7 computer labs, 5 science labs, 1 photography lab, 1 family and consumer science kitchen lab, 1 family and consumer science formal dining lab, 1 theater, 1 main gymnasium, 1 physical education/practice gymnasium, 1 band/music room, and 1 nurses station.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Not applicable.

19. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Hot Springs High School Conversion Charter will continue to participate in the National School Lunch program just as it has under the title of Hot Springs High School. The current facility contains a Commons area and we have two lunch periods. These meals will be under the oversight of the Food Service Coordinator employed by the Hot Springs School District and managed by our Food Service Management Company. Currently this is Chartwells to ensure that the Hot Springs High School Conversion Charter follow all state and federal regulations.

20. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

An active Parent-Teacher Organization provides monthly parent nights as well as support through finances and volunteers for the PBIS (Positive Behavior Intervention and Supports) program, which trains, encourages, and rewards positive student behaviors. A "Three for Me" initiative encourages parents to volunteer at the school at least 3 hours per year, and the "Read 20 Minutes a Day" program encourages parents to be sure that students are reading at least 20 minutes each day. An Athletic Booster Club and a Band Booster Club actively provide supports to these extra-curricular programs. A Senior Parent Committee works each year to assist in making every senior's final year memorable. Each year parents are surveyed to determine ways to improve education for their students, and two Parent-Teacher Conferences plus an August Open House are held for parents to meet with faculty and staff at the school. To aid in a smooth transition for students entering the 9th grade, Camp Troy is held, offering incoming Freshmen and their parents the opportunity to tour the school and meet in mini-sessions to learn about high school expectations and procedures. This event concludes with a dance for all to enjoy. Communication with parents and the community is maintained through a Facebook, Twitter, and Instagram account as well as a website, accessible through the district website. In addition, an advisory committee for each academy will be put in place to provide direction and support for the academies.

Community members are involved through the Senior Exhibition and Interview program, which allows all seniors to interview with and make a presentation to a community member. Other community members provide programs such as financial training, character education training, and act as guest speakers for classes and groups. The Chamber of Commerce and the local community college work closely with the school to offer opportunities for technical training and college classes. The local military recruiters work with students interested in a military career, and a College and Career night for students and parents is held with representatives from around the state available to answer questions about options after high school.

21. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant confirms that the conversion of Hot Springs High School to a charter high school will not inhibit its compliance with the Agreement, nor would it negatively affect the efforts of any Arkansas public school district to create and maintain a unitary system of desegregated public schools. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The Hot Springs Administrative Team and School Board has been planning to change the way students are educated for the past two years. The District desires to prepare every student for success after high school which can be measured by the graduation rate and college going rate. In order to accomplish that goal the district saw the need to begin this change at the high school focusing on career pathways that are easily understood by both parents and students. These plans will be based on market needs and student interest. The market needs will be determined through business partnerships with the regional business and industry as well as the local chamber of commerce. We will then be shifting our sites on the middle school in order to build the student understanding of various careers prior to entering high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

23. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Oral Communications	Standards for Accreditation 9.03.4.1 (1 unit Oral Communication)	It is our intention to embed oral communications throughout the core classes in the Freshmen Academy where students are expected to create presentations and present to their classmates and fellow team members. HSHS will ensure that students in the courses in which Oral Communications will be embedded will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Oral Communications standards will be divided between the following freshman level courses: English, Algebra I and Geometry, and Physical Science.	Senior Exhibition and Interview evaluations	85% of seniors successfully completing the Senior Exhibition and Interview process with proficient scores

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Civics	Standards for Accreditation 9.03.4.7 (1/2 unit Civics)	It is our intention to embed civics throughout the core classes in the Freshmen Academy and through seminars where students will participate in the civics/government process. HSHS will ensure that students in the courses in which Civics will be embedded will receive instruction concerning the required material in the Civics class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. The Freshman Academy is already divided into two teams, so the concept of civics and political institutions, participation and deliberation, and processes, rules, and laws will be embedded into English, Algebra I and Geometry, and Physical Science. Partnering with the City of Hot Springs, seminars about government will be incorporated each semester.	Graduation Rate	Improved graduation rate (90% or higher)
Class Size	Standards for Accreditation 10.02	In the event a specific career pathway has a large number of interested students, the internship portion could still take place regardless of the class size. This waiver would only be used on an as needed basis when an internship presented a large number of students in one area, not to exceed 40 students in any single class or 180 maximum students served by a single teacher.	Internship Completers	Increased number of career certificates earned through internships

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Seat Time	Standards for Accreditation 14.03	Utilizing digital learning, students have the opportunity to complete courses in fewer clock hours. This opportunity would allow our students more flexibility in scheduling, providing for career related experiences. HSHS is only asking for a waiver of the 120 clock hour requirement, and not to waive any graduation requirements. The granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses, and HSHS will adhere to full curriculum alignment with the Arkansas frameworks.	Graduation Rate	Improved graduation rate (90% or higher)
Licensure	Ark. Code Ann. 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, & 6-17-919; Standards for Accreditation 15.02 & 15.03; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure)	In career related areas, we would like the flexibility to allow professionals within the related fields to be able to teach students their trade. It is anticipated that licensure waivers will be limited in nature, and will only apply to non-core classes. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks.	Pathway Completions	90% of students completing pathways that involve professionals teaching
Full Day Attendance	Ark. Code Ann. 6-18-211 and the ADE Rules Governing the Arkansas Mandatory Attendance Requirements for Students in Grades Nine Through Twelve	Students who have completed core graduation requirements would be allowed to leave campus to participate in internships or work related tasks. HSHS anticipates this waiver applying primarily to seniors, but possibly some juniors as well. Motivated seniors could attend school for half a day and participate in work related experiences for the remainder of the day.	Graduation Rate	Improved graduation rate (90% or higher)

**Hot Springs High School
District Conversion Charter School**

APPENDICES

Appendix A – Public Hearing Documentation
Appendix B – Parental and Community Support Letters
Appendix C – Proposed 2016-2017 School Calendar
Appendix D – Proposed 2016-2017 Daily Bell Schedule
Appendix E – Statement of Assurances
Appendix F – International Baccalaureate Career-related Programme Brochure
Appendix G – Career Pathway Documents
Appendix H – HSHS Course Catalogue
Appendix I – Concurrent Credit Information

APPENDIX A

Manufactured Homes 356

2BA 5719 Cental Ave. Lot small pet only, background rock required. \$600/mo \$600 dep. 501-802-2724

2BA all elec, ch&a, covered ict. LHSD. No smoking/no ts. \$550/mo + \$550 dep. 125 uronimo St. 501-276-8832



2BA DW, all electric, Bearn School Dist., \$685/mo + \$00 dep. References in-od. No pets. 627-8546

IN 2/1, \$450 + \$400 dep. ll time maint. incl. & yard wced. Off Amity. 620-3819

3BR/2BA single-wide \$600, \$300 deposit. No pets i-617-1010

1, 3BR/2BA 1x80, all elec, 65 mo. Includes water & sh. \$400 dep. Rol's reqd. pets. 627-8546

1, 3BR/2BA doublewide, all ci, \$685 mo, includes water & fresh. \$400 dep. Ref's jd. No pets. 627-8546



PAY rent when you can buy table land & mobile homes. i lin. Some rentals avail 304, 609-6943, 609-6944



less - Commercial

AIRPORT Rd, 2BR 1BA, acres, 90' frontage, barn, SD, \$265,000. Call i-276-6041



AURANT FOR sale. Est. 11, family owned near Lake Jrey. Please respond to: jp@calc.net

L & Land 367

ESH New development, marck, 3 or 6 acres, some a/s woods & meadows, ahiking view, pond or all lake. Many say "most utiful land they've ever n". Close in to cities & s. Owner finance \$500 vn/starting at \$189 month. -835-8813

AUTIFUL min acre, near ntown. owner financing :\$5000 per acre. 282-4617

ACRES willir well, septic, i., also county water. al. FLSO Bordered on 2 is by paved roads, Hillvale l & JMC Ln., just past Hwy on Hwy 5. Price \$34,000. 617-0905 for information.

C TRACTS avail beautiful ntain property within 5 is of downtown, majestic vs, level homesite lots, 00 per acre 501-282-4617

FDR Sale in Diamondhead i Acres \$25,000, 4.5 Acres 00. Offerer Parcels avail, i Elaine @ Diamondhead 501-627-8383

3.5 acres, nice building, paved area, city water, er-financed or will build to Goslee Realty 321-1213

Farms & Land 367

OWNER FINANCE 15 acres on Lost Creek Road, \$100,000. 501-545-1155

TIMBERLAND BID Seie 7-16-2015, 400 acres, Hol Spring County, Arkansas, near DeGray Lake, 02% acres 17-year & 14-year planted Loblolly Pme. Reynolds Forestry Consulting & Real Estate, Colleen 870-299-0978, reynoldsforestry.com

Lake Homes 368

FSBO ARROWHEAD DR., 177 ft. lakatlon on 3 lots, 3br/2.5ba, updated kitchen w/granite, 2-car garage, 2 stall boat dock w/llt & sep. fishing dock, \$349K 501-767-2929

HOME in Diamondhead, MCSd, for selestn w/option 3br/2.5ba 2 story 1900 sq ft living space, located on cul de sac overlooking Lk Catherine. Make offer, must- self or rent! 501-690-6195

LAKE VIEW 3/2 split ll plan, open & airy, dbl carport, LHSD, 205 Kleinshora Rd. \$147,900. Ap- pointment only 501-520-8891



RARE OPPORTUNITY to own a 4 bdrm, 4 bth, 3,300 sq ft Lake Hamilton Home with a 1 bdrm, 1 bth, 1 car detached gar. apartment. Located on e gently sloping lot with 142 ft of lake frontage, boat ramp, boat dock, swim dock, view of 7 S Main Channel end in Tangle- wood Subdivision, FSBO. Call for your appointment to view i this home, \$550,000 903-824-7918

City / Suburban Homes 369

OWNER FINANCING 2BR/1BA CLOSE to everything Oaklawn area. \$15,500 obo. Owner finance 479-234-2539



2BR/2BA, 1800 sq ft in The Heights \$160,000. 501-625-6581



3/2 HOME w/22 income produc- ing garage apartment \$134,900. Robert Pfautz @ Hot Springs Realty. 501-282-7522



3/2, LHSD, 1.95 ac., garb, disp, d/w, mw over stove, new ref- rig., both baths renovated, lake access, country living. Call/come see! 501-767-5683

3000+ SF home, 1300+sl gar/ shop, stor. bldg, 19x30 pool, 3BR 2.5BA, 3+ gar., newly up- dated, new appl., open con- cept, low maint. landsc. Fern- lly or vec. home near Hill Wheatley Pk, boat & RV park- ing, OGRP to 26971 to: more. 501-545-9852 to see. \$200,000 unfin., turn. nego.

3BR/1BA HOUSE for sale at 407 Cook St. Star City, AR 71667. \$45,000. Call 501-282-9071

BUY BEFORE LHSD starts. Choice 3br/2ba brick or 4br/2.5ba brick. 501-282-9030

City / Suburban Homes 369

FOR SALE by owner: Lk Pie Cove 2BR/2.5BA, 2-story, HSSD, facing L. Ham. \$110K. 662-544-3775

FSBO LHSD 3/2, 1600 sq ft, 304 Stonehurst. 501-538-4385

LSSD, BRICK 3/2.5, 1700 sq ft, how lrs, wblp, lg fenced yard. \$125,000. 501-467-2055

0 DOWN, 4/2 or 1 ec., LHSD, big porch, \$210,000. Progress- ive Realtors 501-276-1425

Lake Condominiums 370

2BR 2BA lake condo, walk-in level, fully furn., newly deco- rated, boat slip w/how lift, beautiful view of main chan- nel, \$200,000, move in ready, 870-540-6394

FULLY FURNISHED nightly ren- als, \$175,500, 7S, Progress- ive Realtors 501-276-1425

LAKE CONDO for sale. Call/text 501-282-7277.

City / Suburban Condos 371

FSBO 2/2 condo. 3 blocks to Oaklawn. All appliances, re- modeled in & out. \$78,000. 501-762-7524

Lots 372



2 ADJACENT deep lots \$3500 each. Oaklawn area. 479-234-9108

3 LOTS, water & sewer incl. cor- ner of Beach Haven & McFee St off Thornton Ferry. Best of- fer. 501-209-1294



QUAIL RIDGE Estates in LHSD, 0.5 ac corner lot across from pond - 1900sf min, \$42,000 Nikki Young 501-522-8860 Hot Springs 1st Choice Realty

Lake Lots 373

LAKE LOT w/2 covered boat slips, existing slab w/house plans to build. 119 Brook- more Tr, HS \$115K, owner fi- nancing 501-545-1155

OWNER FINANCE, no restric- tions, 7S, \$75,000. Progress- ive Realtors 501-276-1425

Manufactured Homes 375

16 X 80 to be moved! Some fire damage in ceiling. 3BR/2BA, oh/a. Great buy at \$3,500! Call for more info. 520-9379



1980 BUDDY 14x64, 2br/1ba, appliances including washer & dryer, cov'd parking same length as trailer, deck & side porch incld. \$9500. 844-0540



AFFORDABLE LAND & mobile homes owner financing. 767-9304, 609-6943, 609-6944

LENDERS OFFERING Govt pro- grams. Manufactured/Modular homes. 501-653-3204

Rural Real Estate 383



\$155k, 2,410 sl, 3-2-2, ch/a, propane gas, lg, shop w/in & concrete slab 5 acres, beautiful. Ginn says stay & Toru w/28 hp Kawasaki, 5' wide cul negol w/ property. Call 501-865-6243



Legal Notices 41D

NOTICE OF COMMISSIONER'S SALE

NO. CV-2015-182-III IN THE CIRCUIT COURT OF GAR- LAND COUNTY, ARKANSAS CIVIL DIVISION.

GARY DOWLING AND TRELLEYA MERRIOTT es Trustees of the Merriott Family Trust, PLAINTIFFS VS JACQUELINE DOWLING, DEFENDANT

Notice is hereby given, that pu- suant to the authority and direc- tions contained in the order of the Circuit Court of Garland County, Arkansas, entered on June 9, 2015, in cause No. CV-2015-182-III between Gary Dowling and Trelleya Merriott as Trustee of the Merriott Family Trust, Plaintiff and Jacqueline Dowling, Defendant, the under- signed, as Commissioner of such Court, will offer for public sale to the highest bidder at the North door or entrance of the Garland County Courthouse within the hours prescribed by law for judi- cial sales, on August 12, 2015 at 11:00 a.m., the following de- scribed real estate situated in Garland County, Arkansas:

Tract 1: Lot 24 of Cain's Subdi- vision of Block 52 of the Hot Springs Reservation.

Tract 2: All of Lot 23 and part of Lot 22 of Cain's Subdivision of Block 52 of the U. S. Hot Springs Reservation, described as fol- lows: Beginning at the Northwest corner of said Lot 23; thence easterly and along the Northerly side of said Lots 22 and 23 and the Southerly side of Jefferson Street for a distance of 71 feet; thence Southerly through said Lot 22 for a distance of 151 feet to a point on the Northerly side of an alley which is 75 feet East- erly from the Southwest corner of said Lot 23; thence Westerly and along said alley for a distance of 75 feet to the Southwest corner of said Lot 23; thence Northerly and along the Westerly side of said Lot 23 for a distance of 148 feet to the place of begin- ning.

Tract 3: Lot 14 of Cain's Subdi- vision of Block 52 of the Hot Springs Reservation, as surveyed, mapped, and platted by the United States Hot Springs Com- missioners.

Tract 4: Lot 15 of Cain's Subdi- vision of Lots 1,2,3,4,5,6,7, and 8 of Block 52 of the Hot Springs Reservation, as surveyed, mapped and platted by the United States Hot Springs Com- missioners.

TERMS OF SALE: On a credit of three months, the purchaser be- ing required to execute a bond es- required by law and the order of the Court, with approved secu- rity, bearing interest at the rate of ten percent (10%) per annum from date of sale until paid, and e lien being retained on the prem- ises sold to secure the payment of the purchaser money.

Given under my hand this 7th day of July, 2015.

Jeannie Pike, Commissioner

BY: Robin White Deputy Clerk

IN WITNESS WHEREOF, I have hereunto set my hand and seal as Clerk of the Court on this 10th day of July, 2015.

Jeannie Pike Circuit Clerk

BY: Robin White Deputy Clerk

LEGAL NOTICE

Hot Springs School District will host a Public Hearing regarding the Arkansas Department of Education's District Conversion Char- ter School Process and the appli- cation for Hot Springs High School for approval as such.

The Hearing is scheduled for August 6, 2015 in the Hot Springs High School's Mackay Theatre at 6:00 PM. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Director of Secondary Education (624-3372), or Lloyd Jackson, Hot Springs High School Princi- pal (624-5286).

NOTICE

The following vehicle(s) will be sold at Grezy Dan's Towing 105 East Grand Hot Springs, AR 501-623-3267 if not claimed on or before 45 days of low date. The following will be sold 8/19/15: 2006 Chev Cobalt VIN# 1G1AK5F267828875.

Jeannie Pike, Commissioner

Legal Notices 410

PRELIMINARY ADVERTISEMENT

SALE OF NATIONAL FOREST TIMBER

The Forest Service intends to ad- vertise timber designated for cut- ting in the following proposed timber sale area on the Ouachita National Forest prior to August 31, 2015. The Potato Hill Sale is located within T4N, R24W, Sec- tion 6; T4N R25W, Sections 1, 2, and 4; T5N, R24W, Sections 29-32; and T5N, R25W, Sections 25-29 and 32-36. The sale con- tains a preliminary estimated vol- ume of 24,837 CCF of timber designated for cutting. The pre- liminary construction cost esti- mate for specified roads is \$779,408 which includes an esti- mated 2.29 miles of construction and 10.41 miles of reconstruc- tion. This advance notice is to af- ford interested parties time to be- gin examination of the sale and preliminary sale data and spec- ified road plans prior to the final advertisement. Interested parties may obtain information about the sale area and maps from the Dis- trict Ranger's Office, Jesselville, Arkansas or Forest Supervisor's Office, Hot Springs, AR. Prelimi- nary sale information is also posted on the following website under Quick Links, Timber Bid Information: www.fs.usda.gov/ouachita. The final advertisement will contain final minimum stumpage rates, bidding provisions, and other sale conditions.

WARNING ORDER

CASE NO. DR-2015-383-II IN THE CIRCUIT COURT OF GARLAND COUNTY, ARKANSAS DOMESTIC RELATIONS DIVISION, ASHLEY LOVEN HENDERSON, PLAINTIFF VS. JASON KENNETH COX, DEFENDANT.

TO: JASON KENNETH COX You area hereby notified that ASHLEY LOVEN HENDERSON, Plaintiff, whose attorney is Josh O. Hurst, 518 Ouachita Avenue, Hot Springs, Arkansas 71901, has filed a Complaint for Divorce herein, a copy of which Sum- mons and Complaint for Divorce shall be delivered to you or to your attorney upon request. You are also notified that you must appear and defend by filing your answer or other responsive pleading within thirty (30) days of the date of the first publication of this warning order; and in the event of your failure to do so, judgment by default will be en- tered against you for the relief demanded in the complaint as circumscribed by the laws of this State.

IN WITNESS WHEREOF, I have hereunto set my hand and seal as Clerk of the Court on this 10th day of July, 2015.

Jeannie Pike Circuit Clerk

BY: Robin White Deputy Clerk

LEGAL NOTICE

Hot Springs School District will host a Public Hearing regarding the Arkansas Department of Education's District Conversion Char- ter School Process and the appli- cation for Hot Springs High School for approval as such.

The Hearing is scheduled for August 6, 2015 in the Hot Springs High School's Mackay Theatre at 6:00 PM. All interested persons are invited to attend. For additional information, please contact Dr. Stephanie Nehus, Director of Secondary Education (624-3372), or Lloyd Jackson, Hot Springs High School Princi- pal (624-5286).

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Jeannie Pike, Commissioner

BY: Robin White Deputy Clerk

LEGAL NOTICE

Pursuant to the provisions of Probate Code, Sec. 152, notice is given that accounts of the administration of the estate listed below have been filed, on the dates shown, by the named personal representa- tives.

All interested persons are called on to file objections to such ac- counts on or before the sixtieth day following the filing of the respec- tive accounts, failing which they will be barred forever from excepting to the account.

PR-14-28-III Filed 6/22/15

PR-12-490-III Filed 6/5/15

PR-13-163-IV Filed 6/1/15

PR-12-476-I Filed 6/5/15

PR-11-846-III Filed 6/5/15

PR-10-171-I Filed 6/10/15

PR-14-87-IV Filed 6/23/15

PR-11-285-IV Filed 6/1/15

PR-10-574-IV Filed 6/5/15

PR-02-451-III Filed 6/5/15

PR-11-252-IV Filed 6/10/15

Dated this 2nd day of July, 2015.

Dorothy Guthrie, Chief Deputy Clerk Garland County, Arkansas

Legal Notices 410

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PR-10-574-IV Filed 6/5/15

PR-02-451-III Filed 6/5/15

PR-11-252-IV Filed 6/10/15

Dated this 2nd day of July, 2015.

Dorothy Guthrie, Chief Deputy Clerk Garland County, Arkansas

Legal Notices 410

NOTICE OF PUBLIC HEARING

The Garland County Sheriff's Of- fice will hold a public hearing re- garding the proposed use of Fed- eral grant funding requested un- der the 2015 Justice Assistance Grant (JAG) administered by the Bureau of Justice Assistance. The hearing will be held at 525 Ouachita Avenue, Hot Springs, AR at 2:00 p.m. on Thursday, July 16, 2015. Written comments may be addressed to the Garland County Sheriff's Office Grant Ad- ministrato, 525 Ouachita Ave- nue, Hot Springs, AR 71901.

NOTICE OF PUBLIC SALE

In accordance with Act 576 of 1987 of the acts of Arkansas, and pursuant to the security agree- ment between AA Storage World and tenant occupying:

Unit 015 - Becca Hartness

The collateral securing the above named tenants obligation to AA Storage World, will be sold at Public Sale to be held on July 25, 2015 at 9:00 AM, at AA Storage World, 415 Golf Links Rd, Hot Springs, AR, 501-609-0002

LEGAL NOTICE DEADLINE

3 Business Days prior to publication date.

*Early deadlines for Holidays

LEGAL NOTICE DEADLINE

3 Business Days prior to publication date.

*Early deadlines for Holidays

NOTICE

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Jeannie Pike, Commissioner

PUBLISHER'S NOTICE

All real estate advertising in this newspaper is subject to the Federal Fair Housing Act which makes it illegal to advertise any preference, limitation or discrimination based on race, color, religion, sex, handicap, familial status or national origin, or an intention to make any such preference, limitation or discrimination. Familial status includes children under the age of 18 living with parents or legal custodians, pregnant women and people securing custody of children under 18. This newspaper will not knowingly accept any adver- tising for real estate which is in violation of the law. Our readers are hereby informed that all dwellings advertised in this newspaper are avail- able on an equal opportunity basis. To complain of dis- crimination call HUD toll-free 1-800-669-8777. The toll-free telephone number for the hearing impaired is 1-800-927-9275.

LEGAL NOTICE DEADLINE

3 Business Days prior to publication date.

From:  Bryce Walker

Monday, August 03, 2015 8:08:48 AM 

Subject: Public Hearing on the HSHS District Conversion Charter School

To:  HSSD Employees

We invite all faculty, staff, students, and parents to attend a Public Hearing on the HSHS District Conversion Charter School Application process. This Public Hearing will be held Thursday, August 6, at 6:00 p.m. in the HSHS Mackey Theatre. We encourage you to attend and share any feedback you have concerning this process and the innovative future of HSHS.

Mike Hernandez, Ed.D.
Superintendent
Hot Springs School District
400 Linwood Avenue
Hot Springs, AR 71913
(501) 624-3372



Hot Springs School District shared a link.

August 3 at 2:51pm · 🌐



Public Hearing HSHS Charter Application

We invite all faculty, staff, students, and parents to attend a Public Hearing on the HSHS District Conversion Charter School Application process. This Public Hearing will be held Thursday, August 6, at 6:00 p.m. in the HSHS Mackey...

HSSD.NET

Hot Springs School District Facebook post reminding the community and school stakeholders of the Public Hearing.



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Nancy Scott	myp Coordinator
Prong B. Spudis	College & Career Senior Counselor
William Stavis	CTE Coordinator HSHS
Laura Bremer	Instructional Facilitator HSHS
Jasa Hudnell	NPTC
W. Horn	Math Teacher
Stephanie Robus	HSSD Director of Secondary Education
David Hally	9 th & 10 th Principal
Joey Craft	Staff
Margie Laska	Grandparent - Community
Heather Morrison	Principal
Madeline Bull	Community
	Parents / Science Teacher



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Doug Upshaw	HSSD Director of Human Resources
Debbie Upshaw	HSSD School Board
Karen Reese	HSSD School Board
Jayne Wood	Interested Party
Patricia Ellis	Teacher HSHS
Anne N. Gentry	Dir. Fed. Programs
Jamara Bon-White	Teacher HSHS
Jim Gentry	ASST. Supt.
Eric C. P.	Park/HSIS Teacher
Cheryl	HSHS - ESL - DC
Milton Brockhout	PARENT
Karen White	Community



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Paula Redding	teacher
Vilij Henderson	teacher
Kelley Deardorff	ALE Director
Kerry Deardorff	Dist Employee
Bryan Sligh & Jan Sligh	Parent & Employee
Donnetta Grimes	Dist Employee
Ruby Celis	HSHS - Hear
Bobbe Moulton	HSSD - C.O.
Chuck White	HSSD - CO
Joseph Doffner	ALE Teacher
Latrina Robertson	Parent



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Jaime Eche	Administration
Jennifer Bradley	teacher HSHS
Mark Bradley	Community Member
Karen Hill	Parent
S. Renee Foster	Parent / Park Counselor



HOT SPRINGS HIGH SCHOOL

SIGN-IN SHEET

DISTRICT CONVERSION CHARTER SCHOOL PUBLIC HEARING

August 6, 2015 – 6:00 p.m. – HSHS Mackey Theatre

NAME	RELATIONSHIP TO HSHS
Pat Travis	Teacher
Richard Branghton	Parent
Damián Díaz	Parent

Transcript of audience questions at Public Hearing held on Thursday, August 6, 2015

Listed below are the questions from the public, followed by the responses provided.

*Want to hear more about the on-line component to this process? Could they do some outside of the school day? -- Dr. Hernandez responded with the law about seat time, the afforded flexibility to waive that requirement to allow students to complete courses outside of the regular school day using on-line resources. Could allow for internships, apprenticeships, technical certificates, etc.

*Paper quoted a statement that we could see a drop in graduation rates? Is that a misquote?

-- Dr. Hernandez: Yes, that is a misquote. We expect increased graduation rates and an increased college going rate due to a curriculum that allows more avenues to graduation to prepare for specific career fields.

*You alluded to the fact that it will change as we go through this process? Will we have to go back to ADE for any measurable changes?

-- Dr. Hernandez: We can ask for an amendment at any time. There are multiple opportunities to modify through the process.

*Any time there is a change, there is an increased need for more money? Who funds this?

-- Dr. Hernandez: Difference with the DCCS is a possibility for grants to help with the transition. We are not anticipating needing increased funds, but we are taking small steps in hopes to get big results. We are not isolated in this process and need an open dialogue with parents, community, business.

*How will students get from the school to the college and the other opportunities?

-- Dr. Hernandez: Transportation will be provided, and there is the possibility of bringing NPC teachers to our campus, using our faculty to teach college classes, using on-line resources, etc.

*Has the committee decided on waivers already?

-- Dr. Hernandez: No, we have not. The committee has been talking about typical ones - internships would require teacher licensure waiver for specific skilled workers to teach specific skilled classes such as welding, etc., a waiver so that 9-12 may not have to have a full day of on-campus seat time. We are not going for a waiver of the teacher fair dismissal act.

*Are our students locked into a career path? If they change, how would that affect their credits?

-- Mr. Jackson: Credits will be toward graduation and any certifications, but they will not be pigeon-holed into any path. If a student changes career paths, he/she will graduate on time but may not earn the career certificates. Dr. Hernandez: Smart Core still applies. Students will be completing graduation requirements. It is the electives that will be more flexible with more opportunities.

*Are the counselors the ones in charge of handling these conversations with students about their career path choices?

-- Mr. Jackson: We do have counselors who will be working with our students, but our goal is to create environments where our teachers will mentor students & become experts in their academies to help students determine career paths.

Dr. Hernandez shared his dream that teachers will start incorporating the academies into their subject areas and curriculum to make learning relevant and connected for kids.

*Are any of the current academy conversion schools IB?

-- Dr. Hernandez: No. We feel it (IB) is very positive for our district and we will make it better through this process.

HSHS District Conversion Charter School Public Hearing

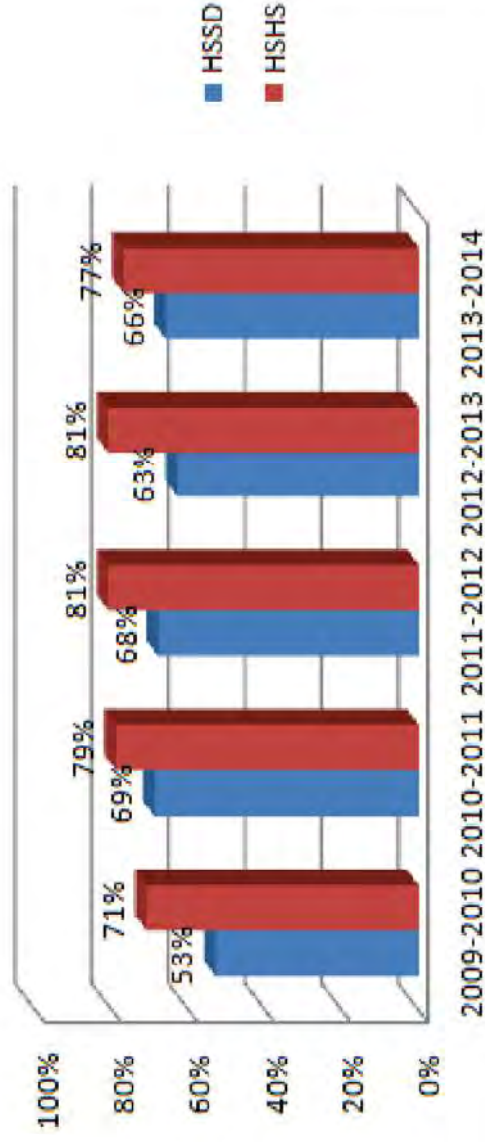
Thursday, August 6, 2015

Student and Community Needs

- ❖ 67% of our students do not leave HSHS and immediately enroll in college classes.
- ❖ The Hot Springs business community needs our students prepared to enter the workforce upon graduation.

100% CAREER READINESS

**Graduation Rate
5 Year Trend**



College Going Rate
32.9%

Conversion Charter Process

Potential applicants submit letters of intent to apply for charters to staff at the Arkansas Department of Education (ADE)
ADE staff conducts a technical assistance conference
Applicants submit their applications
Applications are reviewed and evaluated, based on a rubric published as part of the application packet, by staff from various divisions at the ADE
Applicants receive evaluations with comments from ADE staff
Applicants respond to the comments and submit the responses
ADE staff who reviewed and evaluated the original applications review responses and reevaluate

The Charter Authorizing Panel interviews applicants and takes action on the applications in a public meeting

Steering Committee Members

Dr. Mike Hernandez, HSSD Superintendent

Joyce Craft, HSSD Transitional Superintendent

Dr. Stephanie Nehus, HSSD Director of Secondary Education

Lloyd Jackson, HSHS Principal

Janis Bremer, HSHS Instructional Facilitator

Gerald Hatley, HSHS 9th and 10th Principal/Assistant Principal

Eileen Ellars, HSHS Assistant Principal

Lisa Collier, Parent

Gina Elliott, HSHS Science Teacher

Megan Greeson, Community

William Harris, HSHS CIC Facilitator

Ann Hill, HSSD School Board/Parent/Community

Deborah Horn, HSHS Math Teacher

Jason Hudnell, Higher Education

Eric Johnson, Student

Minnie Lenox, Community

Connie Poteet, Higher Education

Nancy Scott, HSMS MYP Coordinator

HSHS' Timeline of Events

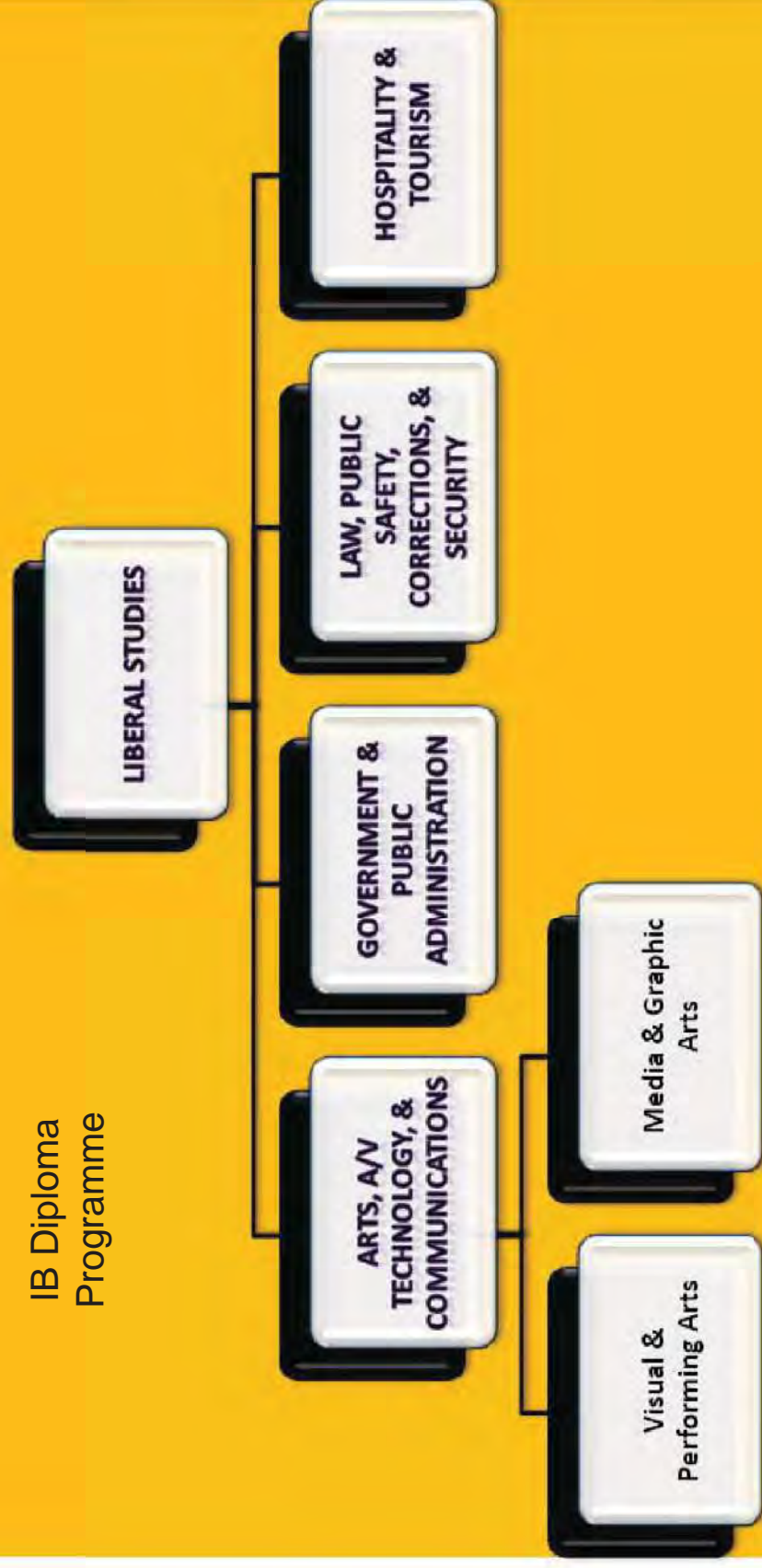
Date	Activity
June 2	Submitted Letter of Intent
June 11	ADE Charter Conference Call
July 9	Initial Steering Committee Meeting
July 22	Steering Committee Meeting
August 6	Steering Committee Meeting and Public Hearing
August 20	Steering Committee Meeting
September 3	Steering Committee Meeting
September 4	HSHS Deadline to submit application
September 9	Charter Application Due to ADE
November 2015	Charter Panel holds hearings
December 2015	State Board of Education decides on Charter approvals

Grade 9
Freshman Academy

Grades
10-12



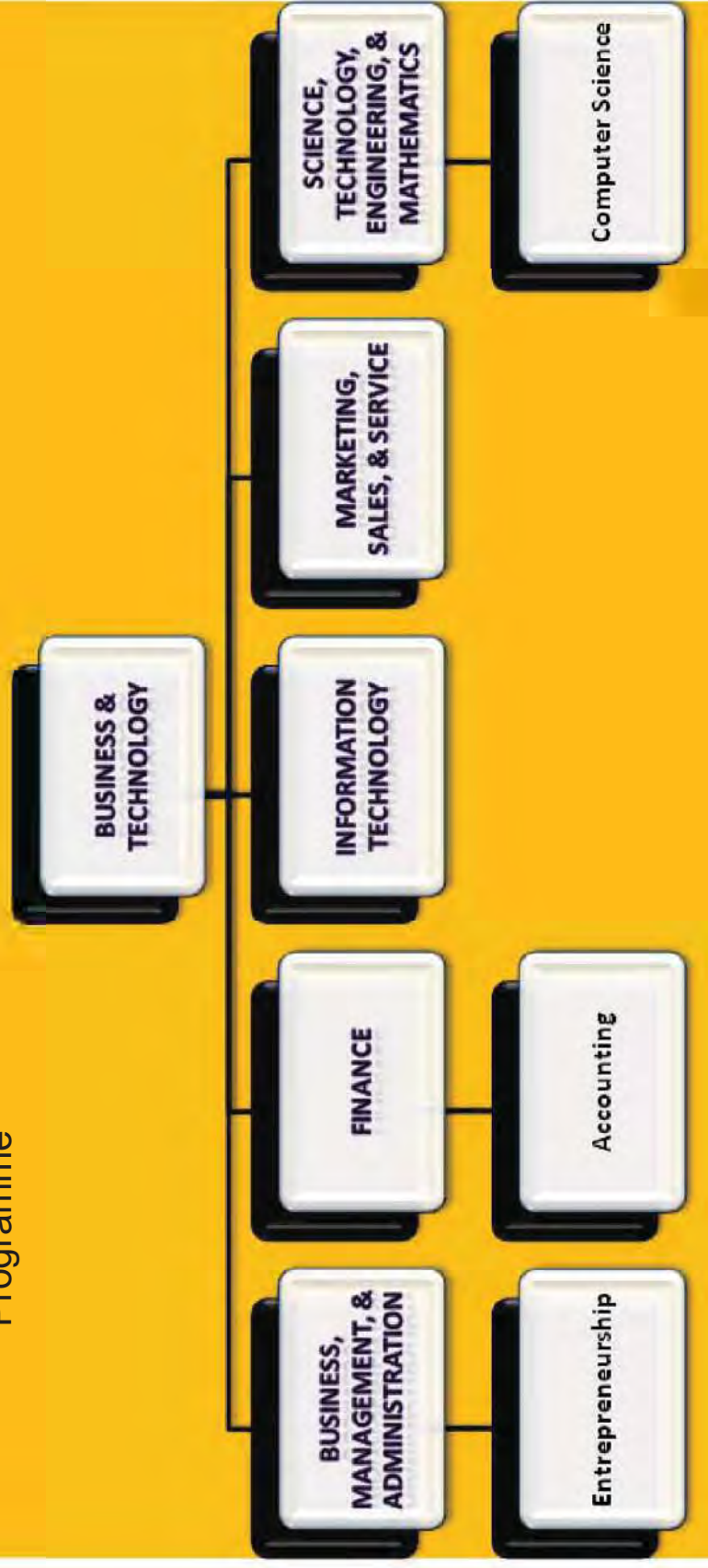
IB Diploma Programme



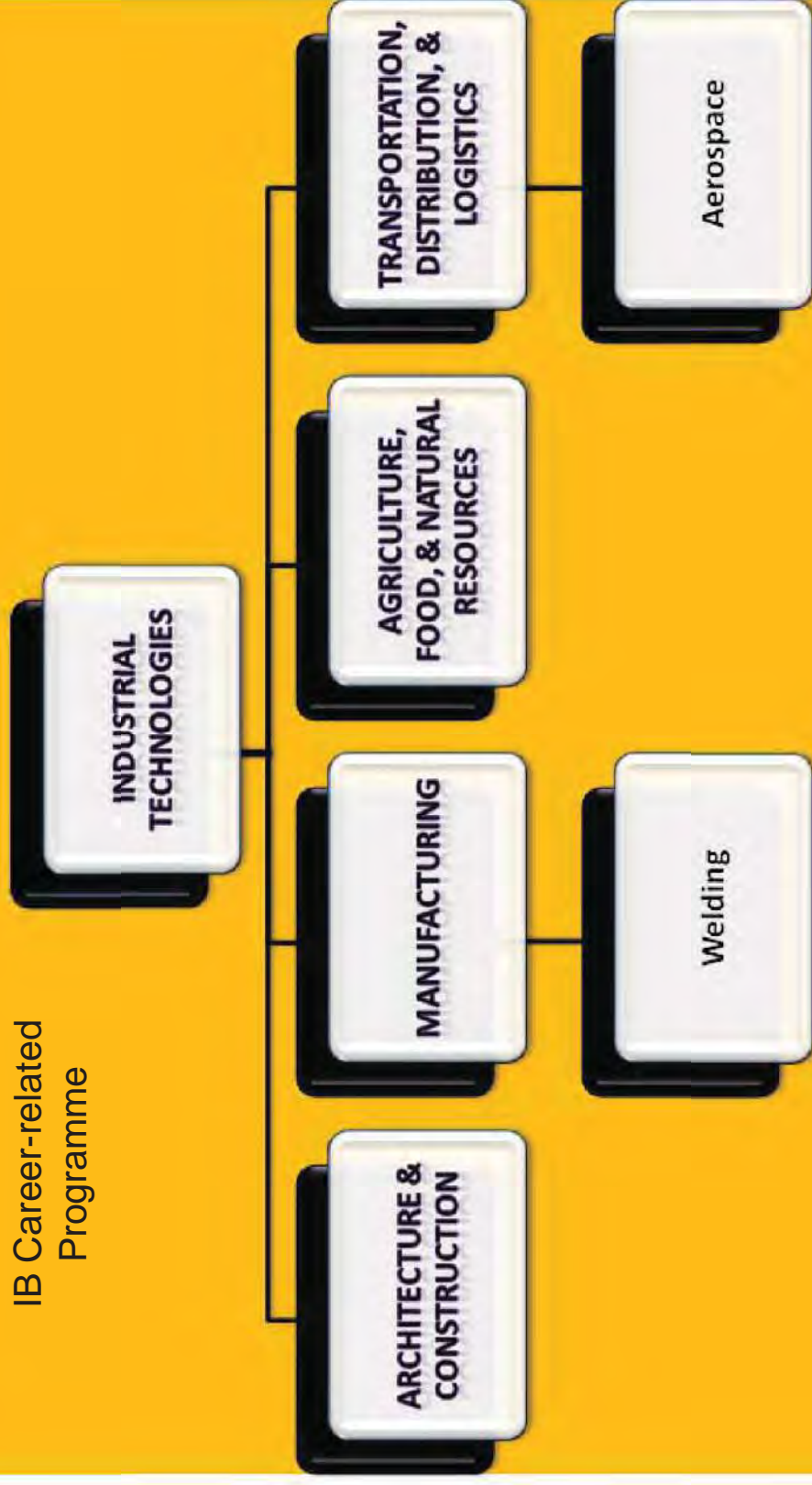
IB Career-related
Programme



IB Career-related Programme



IB Career-related Programme



Pathway Example

Current District Conversion Charter Schools in Arkansas

**Academies of West Memphis 10-12 (Open 2014)
Badger Academy - Beebe 7-12 (Open 2007)
Bauxite Miner Academy 6-12 (Open 2013)
Blytheville High School - A New Tech School 9-12 (Open 2013)
Brunson New Vision Charter - Warren 4-5 (Open 2013)
Cabot Academic Center of Excellence 7-12 (Open 2004)
Cross County Elementary Technology Academy K-6 (Open 2012)
Cross County High School - A New Tech School 7-12 (Open 2011)
Eastside New Vision Charter - Warren K-3 (Open 2012)
**Farmington Career Academies 10-12 (Open 2015)
**Fountain Lake Charter High School 9-12 (Open 2015)
Fountain Lake Middle School Cobra Digital Prep Academy 5-8 (Open 2014)

Current District Conversion Charter Schools in Arkansas

Lincoln High School New Tech 8-12 (Open 2012)

**Mountain Home High School Career Academy 9-12 (Open 2003)

Osceola STEM Academy 5-8 (Open 2012)

Pea Ridge Manufacturing and Business Academy 11-12 (Open 2014)

Rogers New Technology High School 9-11 (Open 2013)

Siloam Springs High School 9-12 (Open 2015)

Southside Charter High School 9-12 (Open 2015)

**The Academies at Jonesboro High School 10-12 (Open 2013)

Warren High School 9-12 (Open 2015)

Warren Middle School 6-8 (Open 2014)

Washington Academy - Texarkana 9-12 (Open 2013)

National Center for College and Career Pathways Report

As an increasing number of schools and districts adopt a college/career pathways model, research on the impact of this strategy is becoming more available. Results to date have been significant, with positive impacts on graduation rates, academic outcomes, student behavior, and post-high school outcomes.

Boosting Graduation Rates

According to a survey of high school dropouts, “Eighty-one percent of survey respondents said that if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students’ chances of graduating from high school.” (The Silent Epidemic, Gates Foundation; 2006)

National Center for College and Career Pathways

Arkansas Highlight

Mountain Home High School, Mountain Home, Arkansas
This rural, small town high school implemented wall-to-wall academies in 2003. Results include:

- Student attendance at Mountain Home High School Career Academies (MHSCA) averages 94 percent
- Graduation rate reached 85.5 percent in 2011-2012
- Eighty three percent of students score Proficient or Advanced in literacy, a 20 percent improvement since forming the academies

Source: Education Nation.

HOT SPRINGS HIGH SCHOOL

HOME OF THE TROJANS

APPENDIX B



To Whom It Concerns,

The Greater Hot Springs Chamber Of Commerce and the Hot Springs Metro Partnership fully support the implementation of a District Conversion Charter School at Hot Springs High School. Work readiness upon graduating high school is highly important and we stand behind any efforts to provide improved curriculum for students in Garland County.

Whenever possible, we will help facilitate opportunities for job shadowing, internships, field trips, and apprenticeships with local industry. By providing a more hands-on, skills-based curriculum for today's students, we ensure a more qualified workforce for tomorrow's economy.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Fram".

Jim Fram
President/CEO
Greater Hot Springs Chamber of Commerce



Imagine better health.SM

CHI St. Vincent Clinic Medical Group

September 4, 2015

To Whom It May Concern:

Health care measures and guidelines require documentation in patient's electronic health record to be placed by a credentialed individual. There is a lot of competition for health care co-workers in the state not to mention the individuals, who live in Hot Springs and travel out of state to work. It is very important for our communittee to actively promote our youth to steer towards the healthcare field. I appreciate your consideration of this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read "H. Randall Hill".

H. Randall Hill, M.D.

(Physician CHI St. Vincent Medical Group)

September 4, 2016

To Whom It May Concern,

I was invited to sit on the Charter Steering committee for the Hot Springs High School Charter Conversion application process as a parent in the school district. It was an eye opening experience to hear firsthand the rigorous demands and requirements involved in this huge undertaking. I am so impressed with the knowledge and understanding that was evident from the first meeting back in July.

Hot Springs High School with the district's administration, in my opinion, is prepared for taking on this new exciting chapter. There are so many pieces already in place including; Freshman Academy, strong community and business ties, an affiliation with National Park Community College, and a staff that is certainly qualified and enthusiastic.

Hot Springs High School as a charter school will not only be extremely beneficial to all the students but an outstanding contribution to the community as well.

Thanks for your time, Lisa Collier

Ann Hill



August 30, 2015

To Whom It May Concern:

I am writing in support of the application for the Hot Springs High School charter application. My son, Seth Hill, is a student at Hot Springs High.

The school currently offers opportunities for students to learn about possible career paths and various professions. These opportunities are limited, however, due to the structure of the school day, and the lack of access to professionals who serve in our local industries, among other things. Many of these obstacles would be lessened or removed if the high school is granted the status of conversion charter and is given some additional means of exposing our students to careers. The chance for our students to see and learn from community members on the job would be a tremendous benefit.

Hearing and reading about the careers available in our community does not provide nearly the motivation and insight for our students that actually seeing the jobs firsthand would offer. Also, hearing the insights offered by members of our community, who could serve as mentors and advisors to our students, would be invaluable.

Hot Springs High School provides a wonderful view and guidance into the possible futures of its students, and the dedicated staff is constantly looking for ways to broaden the students' horizons. By allowing the high school to become a charter school, the school can facilitate even more wonderful connections and chances to grow into contributing members of our community.

Thank you for your consideration.

Ann Hill



National Park College/National Park Technology Center

101 College Drive: Hot Springs AR, 71913: Phone: (501) 760-4374: Fax: (501) 760-4398

September 3, 2015

The Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B

Dear Madam/Sir:

I wish to offer the full support of both National Park College and National Park Technology Center to the Hot Springs School District's effort to implement an innovative charter school. Please consider this letter as our highest endorsement. We are confident that this effort will result in better preparing students for lifelong learning, professional success, and academic attainment.

I am personally very encouraged by the advocacy for students in which this effort will result and I know student success lies at the center of this endeavor. National Park enjoys a robust partnership with the leadership at Hot Springs School District, and we intend to leverage our relationship in order to develop appropriate educational and workforce pathways for the students of Garland County.

This approach is innovative, cutting edge, designed for student success, and will result in more students ultimately achieving their workforce and human potential. Moreover, this will build a foundation for future synergy and growth of our local educational enterprise.

If we can offer further support, please let me know.

Jason J. Hudnell
NPTC, Director

APPENDIX C

Hot Springs School District

SCHOOL CALENDAR

2016-2017

Summer	4 days Professional Development		
August 9, 10, 11	Teacher Professional Dev.		
August 15	Students First Day of School		
August 15	1st Quarter Begins		
September 5	Labor Day	NO SCHOOL	
September 20	Parent/Teacher Conference	3:30 – 6:30	<i>Interim Reports</i>
September 22	Parent/Teacher Conference	3:30 – 6:30	<i>Interim Reports</i>
October 13	End 1st Quarter		43 Days
October 14	2nd Quarter Begins		
October 21	<i>Report Cards to Parents</i>		
November 17	<i>Interim Reports to Parents</i>		
November 21- 25	Thanksgiving Vacation		
December 16	2 nd Qtr Ends		41 Days
	End of First Semester		84 Days
December 19 – Dec. 30	Christmas/Winter Break		
January 2	Professional Development	NO SCHOOL	
January 3	Students Return		
January 3	3 rd Qtr Begins		
January 6	<i>Report Cards to Parents</i>		
January 16	Martin Luther King Jr. Day	NO SCHOOL	
February 14	Parent/Teacher Conference	3:30-6:30	<i>Interim Reports</i>
February 16	Parent/Teacher Conference	3:30-6:30	<i>Interim Reports</i>
February 20	Presidents' Day	NO SCHOOL	
March 9	3 rd Qtr Ends		47 Days
March 10	4 th Qtr Begins		
March 16	<i>Report Cards to Parents</i>		
March 17	Professional Development	NO SCHOOL	Optional (Make up Day)
March 20-24	Spring Break		
April 20	<i>Interim Reports</i>		
May 23	<i>Students Last Day/Report Cards to Parents</i>		
	End of 4 th Qtr.		47 Days
	End of 2nd Semester		94 days
	End of School Year		178 Days
May 24	Professional Development/Teachers Last Day		190 Days
Extended Make up Days	May 25, 26, 30, 31 June 1		

APPENDIX D

Hot Springs High School

Bell Schedule

2016-2017

7:00 – 7:48	Zero Hour
7:50	First Bell
7:55 - 8:43	First Period
8:48 - 9:36	Second Period
9:41 - 10:29	Third Period
10:34 - 11:22	Fourth Period
11:22 - 11:52	Lunch A
11:27 - 12:15	Fifth Period A
11:57 - 12:45	Fifth Period B
12:15 - 12:45	Lunch B
12:50 - 1:38	Sixth Period
1:43 - 2:31	Seventh Period
2:36 - 3:24	Eighth Period
3:29 – 4:17	Extended Hour

APPENDIX E

**2015 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.
3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.
7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.



Signature of Superintendent of School District

Mike Hernandez

Printed Name

9/3/15

Date

APPENDIX F



Career-related
Programme



The IB Career-related Programme



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Education for a better world

The IB Career-related Programme (CP): preparing students to follow their chosen pathways in life

What is an IB education?

The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.

The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

The IB offers high-quality programmes of international education that share a powerful vision. Informed by the values described in the learner profile, an IB education:

- focuses on learners - the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- develops effective approaches to teaching and learning - IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- works within global contexts - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- explores significant content - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Career-related Programme (CP)?

The CP incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. Each school creates its own distinctive version of the CP.

The CP enables students to prepare for effective participation in an ever-changing world of work as they:

- consider new perspectives and other points of view
- engage in learning that makes a positive difference
- develop a combination of traditional academic skills and practical skills
- think critically and creatively in rapidly-changing and global workplaces
- communicate clearly and effectively
- work independently and in collaboration with others
- become self confident people who are resilient and flexible.

The CP framework

The CP framework allows students to specialize in, and focus on, a career-related pathway. The programme's three-part framework comprises the study of at least two Diploma Programme courses alongside career-related studies and the distinctive CP core which is designed to create a bridge that connects each student's chosen Diploma Programme courses and career-related studies.

For CP students, Diploma Programme courses provide the theoretical underpinning and academic rigour of the programme; career-related studies further support the programme's academic strength and provide practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

Diploma Programme courses

IB World Schools select a number of IB Diploma Programme courses as part of the CP framework. These courses can come from any of the subject groups in the IB Diploma Programme and may be studied at standard or higher level. It is possible to study more than two Diploma Programme courses (up to four courses), depending on the nature of the student's career-related studies and timetable. The Diploma Programme courses chosen should be relevant to the student's career-related studies.

CP students can enrol in one of the authorized DP courses online offered via their IB World School through Pamoja Education Ltd.

Career-related studies

The career-related element of the programme provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. The career-related studies are selected by the school and must satisfy IB criteria in relation to accreditation, assessment and quality assurance.



The CP core

The CP **approaches to learning** course introduces students to transferable life skills—to help students make sense of the world around them. The course emphasises critical and ethical thinking, intercultural understanding and the ability to communicate effectively.

Community and service in the CP core is based on the principle of service learning, using community service as a vehicle for new learning with academic value. The service learning model in the CP emphasises knowledge development, civic development, social development and personal development.

Language development ensures that all CP students have access and are exposed to, a second language that will increase their understanding of the wider world. Students are encouraged to begin or extend the study of an additional language that suits their needs, background and context.

Through a **reflective project** students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. This work encourages the student to engage in personal inquiry, action and reflection, and to develop strong research and communications skills.

"The CP enables a school to open up the IB experience to a wider range of students"

David Barrs, Head Teacher, The Anglo-European School in Essex, UK

"One of my favourite aspects of the CP is that it meets not one of the needs, but all the needs of the student"

Robert Gazda, Director of Curriculum, New York Binghamton school district, USA

Assessment

Diploma Programme courses within the CP framework are assessed in accordance with rigorous international standards. Students take written examinations at the end of their courses, which are marked by external IB examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest). The reflective project is assessed by the school and moderated and graded by the IB (grades A to E with A being the highest). The school is also responsible for monitoring and confirming with the IB that students have completed requirements for community and service, approaches to learning and language development.

Quality assurance and professional development

Any school, or group of schools, wishing to offer one or more IB programmes as an IB World School must first be authorized. The requirements are the same for all schools, and the procedure is designed to ensure that schools are well prepared to implement the programme(s) successfully. All IB World Schools are required to participate in an ongoing process of review and development, using the same programme standards and practices.

As part of its ongoing commitment to the development of a highly skilled global learning community, the IB provides a wide range of high-quality professional development opportunities to help new, experienced and expert school leaders and educators understand, support, and successfully deliver IB programmes reflecting IB standards and practices.

The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

If you would like to know more about the CP or would like to include the CP at your school, please visit www.ibo.org/cp or email ibid@ibo.org


- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB


Support our mission and join the IB community at <http://www.ibo.org>


or contact your IB regional office:
IB Africa, Europe and Middle East
IB Asia-Pacific
IB Americas


ibaem@ibo.org
ibap@ibo.org
iba@ibo.org


APPENDIX G


Career Cluster: Arts, A/V Technology & Communications				Pathway: Media & Graphic Arts		Program: Advertising Design				
				14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
				ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)
				4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	
HIGHSCHOOL	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/ World Geography	Physical Education/ Health		Fine Arts- Art 1	Technology- Computer Business & Technology
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/ Economics		Digital Layout & Design 1/Digital Layout & Design 2	Studio Art Design 2/3
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Digital Media/ Digital Audio/Video Productions		Fundamentals of Advertising & Design	Advertising & Design Lab
	12	IBCP Core	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	Elective	IB Intro Tech Global Society			
Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.										
POST SECONDARY	TECHNICAL CENTER PROGRAMS			COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS			
	NPTC Advertising Design; CP HSHS CTE Digital Communications:CP			CP; TC; AAS; ALS; AS or AA Associate of Arts Technical Certificate 1 Year			Communications Studies BA/MA Creative Media-BA Multimedia Journalism BS Strategic Communications BS Mass Communications MS/MC			
CAREER	Art Director; Artist; Commercial Artist; Commercial Photographer; Digital, Still, Video, Film; Commercial/Residential and Home Furnishing Coordinator; Computer Animator; Curator and Gallery Manager; Fashion Designer; Fashion Illustrator; Graphic Designer; Illustrator; Interior Designer; Textile Designer									
	*Possible Industry Certifications Secondary: Graphic Arts Education/Research, IBCP Certificate, Certification GAERF Post Secondary: CP- Advertising & Design-*Fall 2016									


Career Cluster: Industrial Technologies		Pathway: Transportation, distribution, & logistics				Program: Automotive Service Technology		
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
HIGHSCHOOL	9	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/ World Geography	Physical Education/ Health	Fine Arts	Technology- Computer Business & Technology
	10	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/ Economics	Entrepreneurship 1	Engine Performance
	11	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Management	Entrepreneurship 2	
	12	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	IB Intro Tech Global Society	Essentials of Computer Programming	Auto Electrical Systems	Suspension & Steering
POST SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						UNIVERSITY PROGRAMS	
CAREER	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS				UNIVERSITY PROGRAMS	
	NPTC; Automotive Service & Technology; CP		CP; TC; AAS; ALS; AS or AA ASE Certifications, Technical Certificate 1 Year, Associate of Applied Science					
	Aerospace Engineering and Operations Technician; Aircraft Mechanic and Service Certificate of Proficiency 1 & 2 Year, Technician; Automotive Service Technician; Avionics Technician; Bus and Truck Mechanic; Collision Repair Technician; Diesel Engine Specialist; Motorboat Mechanic; Off-Road Equipment Technician; Rail Locomotive and Car Mechanic and Repairer; Service Manager; Service Writer; Ship Mechanic and Repairer							
*Possible Industry Certifications								
Secondary: AASE Student Certifications, IBCP Certificate								
Post Secondary: SE Certifications, Certificate of Proficiency 1 & 2 Year, CP-Tune-Up Specialists * Fall 2016, CP- Service/Maintenance *Fall 2016								


Career Cluster: Law, Public Safety, Corrections and Security		Pathway: Law Enforcement Services			Program: Criminal Justice			
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)
		4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr)	Major Areas of Interest:	
						PHYSICAL EDUCATION (1 cr)		
					TECHNOLOGY (1 cr)			
H	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/ World Geography	Physical Education/ Health	Fine Arts	Technology
I	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/ Economics	Elective	Elective
G	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	Introduction to Criminal Justice	Foundations of Law Enforcement
H	IBCP Core	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II	Elective	IB Contemporary American History	Crime Scene Investigation	Criminal Law
S	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.							
C								
H	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS		UNIVERSITY PROGRAMS			
O	NPTC Criminal Justice; CP		CP; TC; AAS; ALS; AS or AA		Criminal Justice Degree, Law School Juris Doctorate			
O	Animal Control Officer; Bailiff; Bomb Technician; Criminal Investigator and Special Agent; Evidence Technician; Federal Marshall; Game Enforcement Officer; Gaming Investigator; Highway Patrol Officer; Immigration and Customs Inspector; Park Ranger; Police and Patrol Officer; Police Detective and Criminal Investigator; Police, Fire and Ambulance Dispatcher; Private Detective and Investigator; Sheriff and Deputy Sheriff; Training Officer; Transit and Railroad Police; Unemployment Fraud Investigator							
L								
*Possible Industry Certifications								
Secondary: EMT School , Law Enforcement Academy, IBCP Certificate								
Post Secondary: CP- Criminal Justice, Criminal Justice Degree, Law School Juris Doctorate								


Career Cluster: Arts, A/V Technology & Communications				Pathway: Media & Graphic Arts		Program: Digital Communications							
				14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS					
				ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)			
HIGHSCHOOL	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	3 Credits	3 Credits	FINE ARTS (1 cr)	Major Areas of Interest:	Fine Arts- Art 1	Technology- Computer Business & Technology		
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science			PHYSICAL EDUCATION (1 cr)				Digital Layout & Design 1/Digital Layout & Design 2	Studio Art Design 2/3
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I			TECHNOLOGY (1 cr)					
	12	IBCP Core	English 12	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	IB Intro Tech Global Society	IB Business Management						
Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.													
POST SECONDARY	TECHNICAL CENTER PROGRAMS			COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS						
	HSHS CTE Digital Communications:CP			CP; TC; AAS; ALS; AS or AA Associate of Arts Technical Certificate 1 Year			Communications Studies BA/MA Creative Media-BA Multimedia Journalism BS Strategic Communications BS Mass Communications MS/MC						
CAREER	Art Director; Artist; Commercial Artist; Commercial Photographer; Digital, Still, Video, Film; Commercial/Residential and Home Furnishing Coordinator; Computer Animator; Curator and Gallery Manager; Fashion Designer; Fashion Illustrator; Graphic Designer; Illustrator; Interior Designer; Textile Designer												
*Possible Industry Certifications													
Secondary: Graphic Arts Education/Research, IBCP Certificate, CTE Completer of Program of Study Digital Communications Certification GAERF													
Post Secondary: CP- Advertising & Design-*Fall 2016													


Career Cluster: Arts, A/V Technology & Communication				Pathway: Visual & Performing Arts		Program: Performing Arts				
				14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
				ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
4 Credits				4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)	
HIGHSCHOOL	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/ World Geography	Elective	Dance Tech 1	Technology-Computer Business & Technology	
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/ Economics	Dance Tech 2	Elective	
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	Dance Tech 3	Elective	
	12	IBCP Core	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	Financial Literacy		Dance Tech 4		
Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.										
POST SECONDARY	TECHNICAL CENTER PROGRAMS			COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS			
				CP; TC; AAS; ALS; AS or AA						
CAREER										
*Possible Industry Certifications										
Secondary: CTE Program of Study- Performing Arts										
Post Secondary:										

Career Cluster: Arts, A/V Technology & Communication				Pathway: Visual & Performing Arts		Program: Theatre Performance				
				14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
				ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
4 Credits				4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)	
HIGHSCHOOL	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	Civics/ World Geography	Elective	Intro to Theatre	Technology-Computer Business & Technology	
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/ Economics	Theatre Performance 1	Elective	
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	Psychology/ Sociology or IB Psychology	Theatre Performance 2	Elective	
	12	IBCP Core	English 12	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, Physics, IB Biology II, or IB Physics II	Financial Literacy				
Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.										
POST SECONDARY	TECHNICAL CENTER PROGRAMS			COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS			
				CP; TC; AAS; ALS; AS or AA						
CAREER										
*Possible Industry Certifications										
Secondary: CTE Program of Study- Performing Arts- Theatre Performance										
Post Secondary:										


Career Cluster: Arts, Audio/Video Technology & Communications Pathway: Visual Arts Program: Photography											
					14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
					ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
HIGHSCHOOL					4 Credits	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
					English 9	Algebra I or Geometry	Physical Science or Biology	Civics/ World Geography	Physical Education/ Health	Art 1	Technology- Computer Business & Technology
					English 10	Geometry or Algebra II	Biology or Physical Science	World History	Oral Communications/ Economics	Fundamentals of Photography	Studio Art 2D & 3D
					English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I	US History or IB History of the Americas	IB Business Management	Intermediate Photography	
POST SECONDARY					English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II	Financial Literacy	IB Intro Tech Global Society	Advanced Photography	
					Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
POST SECONDARY					TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS			UNIVERSITY PROGRAMS	
					Technical Certificate 1 Year		CP; TC; AAS; ALS; AS or AA Certificate of Proficiency 1 & 2 Year Associate of Arts			Communications Studies BA/MA Creative Media BA Mass Communications MS/MC Multimedia Journalism BS Strategic Communications BS	
CAREER					Art Director; Artist; Commercial Artist; Commercial Photographer: Digital, Still, Video, Film; Commercial/Residential and Home Furnishing Coordinator; Computer Animator; Curator and Gallery Manager; Fashion Designer; Fashion Illustrator; Graphic Designer; Illustrator; Interior Designer; Textile Designer						
*Possible Industry Certifications											
Secondary: HSHS CTE Program of Study : Photography, IBCP Certificate											
Post Secondary: Professional Photographers of America PPA, Certificate of Proficiency 1 & 2 Year											

Career Cluster: Business & Technology			Pathway: Science, technology, Engineering & Mathematics STEM				Program: Intro to Engineering			
			14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS			
			ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES	
HIGHSCHOOL	9	Foreign Language	English 9	Algebra I or Geometry	Physical Science or Biology	3 Credits	FINE ARTS (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)	
	10	Foreign Language	English 10	Geometry or Algebra II	Biology or Physical Science		PHYSICAL EDUCATION (1 cr)			Fine Arts
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology I, or IB Physics I		TECHNOLOGY (1 cr)			
	12	IBCP Core	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	Anatomy & Physiology, Chemistry, IB Physics, IB Biology II, or IB Physics II		Financial Literacy			Essential of Computer Programming
POST SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.									
	CAREER	POST SECONDARY	TECHNICAL CENTER PROGRAMS	COMMUNITY COLLEGE PROGRAMS		UNIVERSITY PROGRAMS				
			NPTC: Introduction to Engineering; CP	CP; TC; AAS; ALS; AS or AA		Degree in Engineering				
CAREER	Aeronautical Engineer; Aerospace Engineer; Agricultural Engineer; Agricultural Technician; Application Engineer; Architectural Engineer; Automotive Engineer; Biomedical Engineer; Biotechnology Engineer; CAD Technician; Chemical Engineer; Civil Engineer; Communications Engineer; Computer Engineer; Computer Programmer; Construction Engineer; Electrical Engineer; Electronics Technician; Geothermal Engineer; Industrial Engineer; Manufacturing Engineer; Manufacturing Technician; Marine Engineer; Mechanical Engineer; Metallurgist; Mining Engineer; Nuclear Engineer; Petroleum Engineer; Product/Process Engineer; Survey Technician; Systems Engineer; Transportation Engineer									
*Possible Industry Certifications										
Secondary: IBCP Certificate										
Post Secondary: BS in Engineering, Masters in Engineering										

Career Cluster: Industrial Technologies		Pathway: Manufacturing		Program: Machine Tool Technology				
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES
H I G H S C H O O L	9	Foreign Language	English 9	Algebra I or Geometry	3 Credits	FINE ARTS (1 cr)	Major Areas of Interest:	(Aligned with State University System Admissions)
	10	Foreign Language	English 10	Geometry or Algebra II	3 Credits	PHYSICAL EDUCATION (1 cr)		
	11	IBCP Core	English 11	Algebra II, Algebra III, Pre Cal/Trig, or IB Math Studies	3 Credits	TECHNOLOGY (1 cr)		
	12	IBCP Core	English 12	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	3 Credits	Physical Education/ Health	Fine Arts	Technology- Computer Business & Technology
POST SECONDARY	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.				Oral Communications/ Economics	Business Law 1 & 2	Management	
	TECHNICAL CENTER PROGRAMS		COMMUNITY COLLEGE PROGRAMS		UNIVERSITY PROGRAMS			
NPTC: Machine Tool Technology: CP		CP; TC; AAS; ALS; AS or AA		Machine Tool 1				Machine Tool Lab
Technical Certificate 1 Year Associate of Applied Science		Machine Tool 2		Machine Tool Lab				
Assembler; Automated Manufacturing Technician; Calibration Technician; Electrical Installer and Repairer; Electromechanical Equipment Assembler; Extruding and Drawing Machine Setter/Set-Up Operator; Foundry Worker; Grinding, Lapping, and Buffing Machine Operator; Hand Packer and Packer; Hoist and Winch Operator; Instrument Maker; Large Printing Press Machine Setter and Set-Up Operator; Machine Operator; Medical Appliance Maker; Micro and Nano Fabrication Technicians; Milling Machine Setter and Set-Up Operator; Millwright; Pattern and Model Maker; Precision Layout Worker; Sheet Metal Worker; Solderer and Brazier; Tool and Die Maker Welder								
*Possible Industry Certifications								
Secondary: AASE Student Certifications, IBCP Certificate, Post Secondary: SE Certifications, , Certificate of Proficiency 1 & 2 Year								

Career Cluster: Health Sciences			Pathway: Health Services		Program: Medical Professions Education				
			14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
			ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)
HIG SCHOOL	9	Foreign Language	Algebra I or Geometry	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:		
	10	Foreign Language	Geometry or Algebra II	3 Credits	Civics/ World Geography	Physical Education/ Health	Fine Arts	Technology	
	11	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	3 Credits	World History	Oral Communications/ Economics	Elective	Elective	
	12	IBCP Core	Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	3 Credits	US History or IB History of the Americas	Human Anatomy	Medical Terminology	Intro to Medical Professions	
POST SECONDARY			Algebra II, Algebra III, PreCal/Trig, or IB Math Studies	3 Credits	IB Informational Technology	Medical Clinical Instruction	Medical Procedures	Medical Procedures Exp.	
	Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.								
	TECHNICAL CENTER PROGRAMS NPTC Medical Professions; CP			COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA			UNIVERSITY PROGRAMS		

CAREER	<p>Requiring Postsecondary Education</p> <p>Anesthesiologist Assistant; Certified Nursing Assistant; Clinical Medical Assistant; Data Entry Coordinator; Dental Assistant/Hygienist; Dental Lab Technician; EMT/Paramedic; Home Health Aide; Licensed Practical Nurse; Massage Therapist; Orthotist/Prosthetist; Pharmacist/Pharmacy Technician; Physical Therapist/Assistant; Radiologic Technician; Registered Nurse; Respiratory Therapist; Surgical Technician; Cardiovascular Technologist; Central Supply Technician; Clinical Lab Technician; Computer Tomography (CT) Technologist; Diagnostic Medical Sonographer; Electrocardiographic (ECG) Technician; Histotechnician; Magnetic Resonance (MR) Technologist; Mammographer; Nuclear Medicine Technologist; Pathology Assistant; Phlebotomist; Positron Emission Tomography (PET) Technologist; Radiologic Technologist/ Radiographer</p> <p>Requiring Baccalaureate Degree:</p> <p>Athletic Trainer; Audiologist; Chiropractor; Dentist; Dietician; Exercise Physiologist; Nurse Practitioner; Occupational Therapist; Optometrist; Physician (MD/DO); Physician's Assistant; Psychologist; Recreation Therapist; Social Worker; Speech Language Pathologist; Veterinarian; Cytogenetic Technologist; Cytotechnologist; Exercise Physiologist; Geneticist; Histotechnologist; Medical Technologist/Clinical Laboratory Scientist; Nutritionist; Pathologist; Radiologist</p>
	<p>*Possible Industry Certifications</p> <p>Secondary: Electronic Health Record Management, Nursing Assistant ,IBCP Certificate</p> <p>Post Secondary:CP- Allied Health* Fall 2016, Emergency Medical Technician, Medical Office, Phlebotomy, Practical Nurse, Medical Coding, Paramedic, Health Informatics, Radiology Technologist, Respiratory Therapist, Registered Nurse or Medical Laboratory Technologist</p>

Career Cluster: Industrial Technologies		Pathway: Manufacturing		Program: Wood Technology				
		14 CORE CURRICULUM CREDITS				9 ADDITIONAL CREDITS		
		ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER FOCUS (6 credits)	RECOMMENDED ELECTIVES (Aligned with State University System Admissions)
H IG H S C H O O L	9	English 9	4 Credits	3 Credits	3 Credits	FINE ARTS (1 cr) PHYSICAL EDUCATION (1 cr) TECHNOLOGY (1 cr)	Major Areas of Interest:	Technology Computer Business Applications
	10	English 10	4 Credits	3 Credits	3 Credits			Management
	11	English 11	4 Credits	3 Credits	3 Credits			Wood Tech Lab
	12	English 12	4 Credits	3 Credits	3 Credits			Wood Tech Lab
POST SECONDARY		Secondary career and technical education programs may lead to industry recognized certificates, occupational opportunities or postsecondary education options. Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
POST SECONDARY		TECHNICAL CENTER PROGRAMS NPTC Wood Technology; CP		COMMUNITY COLLEGE PROGRAMS CP; TC; AAS; ALS; AS or AA		UNIVERSITY PROGRAMS		
CAREER		Carpenter; Code Official; Concrete Finisher; Construction Engineer; Construction Foreman/Manager; Construction Inspector; Contractor; Design Builder; Drywall Installer; Electrician; Electronic Systems Technician; Equipment and Material Manager; General Contractor/Builder; Heating, Ventilation, Air Conditioning and Refrigeration Mechanic; Mason; Painter; Paperhanger; Plumber Project Estimator; Project Inspector; Project Manager; Roofer; Safety Director; Sheet Metal Worker; Specialty Contractor; Superintendent; Tile and Marble Setter						
* Possible Industry Certifications								
Secondary:								
Post Secondary:								

APPENDIX H

HOT SPRINGS HIGH SCHOOL



COURSE DESCRIPTIONS

2015-2016

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Hot Springs High School Graduation Requirements

All students who graduate from Hot Springs High School must complete a minimum of 23 units including specific subjects. All students who wish to earn a College Preparatory Seal must earn in regular or advanced courses, including specific subjects, a minimum of 24 units and a 2.75 GPA. **Under ACT 980 in order to qualify for valedictorian, salutatorian or honor graduate** of a public high school or to qualify for membership in the National Honor Society or its equivalent, students must successfully complete a minimum core of high school courses recommended for **preparation for post-secondary education** (college prep) or a more rigorous program of vocational study recommended by the State Board of Education. **TO RECEIVE A COLLEGE PREP SEAL, A STUDENT MUST HAVE 2 (TWO) UNITS OF A FOREIGN LANGUAGE.**

Students must attend Hot Springs High School their junior and senior years in order to qualify for valedictorian or salutatorian. Exchange students are excluded from graduation and ranking.

Under Act 684, a student who has completed a minimum of seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12), as certified by the service agency or organization to the school (a list of approved agencies is in the guidance counselor's office), shall be eligible to receive one (1) academic credit that may be applied toward graduation.

Foreign Language Requirement: As an International Baccalaureate MYP School, Hot Springs High School requires that all students in grades 9-10 enroll in a foreign language class. The student must enroll in the same foreign language for both years. (See District Language Policy)

Advanced Courses:

Hot Springs High School provides students with three academic pathways in grades 9-10. The first two pathways enable students to meet the Arkansas Smart Core requirements and to meet the initial requirements needed to be eligible for the Arkansas Academic Challenge Scholarship; other requirements must be met in grades 11-12. These two pathways are also authorized under the Middle Years Programme of the International Baccalaureate Organization. The third pathway, whereby parents agree for their students to opt out of the Smart Core, is presently referred to as the Arkansas Core.

The Standard Pathway is suitable for students who do not plan to enter the IB Diploma Programme in grades 11-12 and who do not anticipate enrolling in Advanced Placement courses in grades 11-12. Students who plan to pursue the IB Diploma or to enroll in IB or Advanced Placement courses should enroll in the Pre-AP pathway in grades 9-10, which provides more challenging requirements and a more rigorous course of study. The following are requirements for students in this Pre-AP pathway who plan to enroll in subsequent IB or AP courses.

Students must satisfactorily complete the MYP Personal Project in Grade 10. Students must pass all core subjects (English, foreign language, math courses, social studies course, science course).

SMART CORE Curriculum & Arkansas Academic Challenge Eligibility

SMART CORE: Sixteen (16) units & minimum of Six (6) Career Focus Units

A student must complete the Smart Core curriculum recommended by Arkansas Boards of Education and Higher Education and have a minimum GPA of 2.5 upon graduation and an ACT score of 19.

English: four (4) units (years)—9th, 10th, 11th and 12th

Oral Communications: one-half unit (1/2 year)

Mathematics: four (4) units (years) (All students under **Smart Core** must take a mathematics course in grade 11 or 12 and complete Algebra II.)

- A. Algebra I
- B. Geometry
- C. Algebra II
- D. Choice of: Linear Systems and Statistics, Algebra III, Pre-Calculus including Trigonometry, Advanced Placement Calculus, IB Math Studies or College Algebra/College Trigonometry

Natural Science: three (3) units (years) with lab experience chosen from

- A. Biology (required) – and two (2) units chosen from the following:
- B. Physical Science
- C. Chemistry
- D. Physics

Social Studies: three (3) units (years) including all of the following:

- A. Civics (1/2 unit)
- B. World History
- C. American History
- D. Economics (1/2 unit)

Physical Education: one-half (1/2) unit (1/2 year). Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate. One (1) unit of NJROTC can substitute for the required ½ unit of physical education and ½ unit of health.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

Career Focus: six (6) units (Foreign Languages included)

Additional HSHS Graduation Requirements:

In addition to the above listed 22 units required by the Arkansas Department of Education, the Hot Springs School District requires the following:

1. One (1) unit of Computer Technology (Computer Business Applications, EAST, Family and Consumer Sciences)
2. Foreign Language in both grade 9 and 10 (same language both years)

CORE CURRICULUM—Career Path Curriculum**CORE: Sixteen (16) Credits—HSHS 23 Credits**

English: four (4) units (years)—9th, 10th, 11th and 12th

Oral Communications: one-half unit (1/2 year)

Mathematics: four (4) units (years)

- A. Algebra –1 unit
- B. Geometry –1 unit
- C. All math units must build on the base of algebra and geometry knowledge and skills.
- D. Comparable concurrent credit college courses may be substituted where applicable.

Science: three (3) units (years)

- A. At least one (1) unit of biology or its equivalent
- B. At least one (1) unit of a physical science

Social Studies: three (3) units (years)

- A. Civics (1/2 unit)
- B. World History
- C. American History
- D. Economics (1/2 unit)

Physical Education: one-half (1/2) unit (1/2 year). Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate. One (1) unit of NJROTC can substitute for the required ½ unit of physical education and ½ unit of health.

Health and Safety: one-half (1/2) unit (1/2 year)

Fine Arts: one-half (1/2) unit (1/2 year)

Career Focus: six (6) units (Foreign Languages included)

Additional HSHS Graduation Requirements:

In addition to the above listed 22 units required by the Arkansas Department of Education, the Hot Springs School District requires the following:

One (1) unit of Computer Technology

GRADE POINT:

Grade Points and Class Rank are determined on the basis of seven terms and all grades count. Grade Points and Class Rank are determined as follows:

ADE Approved/AP/IB Courses	Regular Courses
A = 5 points	A = 4 points
B = 4 points	B = 3 points
C = 3 points	C = 2 points
D = 2 points	D = 1 point
F = 0 points	F = 0 points

ADVANCED COURSES

Students who enroll in AP, Pre-AP or IB courses should be aware that the course are rigorous and demanding. These courses often entail summer assignments, and students who fail to pass an advanced course may not be enrolled in the subsequent advanced course.

CREDITS:

One-half (1/2) credit will be given for each semester work in academic classes.

One-fourth (1/4) credit will be given for each semester of work in activity classes, which are:

Athletics	Assistants
Cheerleaders	Yearbook Staff
T-Steppers	

UNCONDITIONAL ADMISSIONS TO AN ARKANSAS PUBLIC COLLEGE OR UNIVERSITY

Act 1290 of 1997 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Arkansas. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum of set courses required for unconditional admission. Students who graduate from high school in 2004 or later, and enter college that fall or in subsequent years, will have to complete four mathematics courses as well as the English (4 units), Natural Science (3 units), and Social Studies (3 units) courses that are part of the current recommended core curriculum. Parents and students are hereby notified that two (2) years of a foreign language may be required as a prerequisite for college scholarships and/or admission to a college or university, even though not required for graduation under the core curriculum requirements of the Arkansas Department of Education. For high school students who graduate in 2004 or later, these are the requirements for unconditional admission:

- Four (4) units of English
- Three (3) units of Natural Science
- Four (4) units of Mathematics
- Three (3) units of Social Studies
- Two (2) units of the same foreign language

HOT SPRINGS HIGH SCHOOL COURSE DESCRIPTIONS

ENGLISH DEPARTMENT

(All standard level coursework aligns with the Common Core Curriculum.)

ENGLISH 9 (MYP Designed Course)

410000

Level: 9-12

All Year, 1 Credit

This course focuses on reading skills, vocabulary development, standard English grammar, and composition. Students read, discuss and respond to readings from the following genres: short story, poetry, drama, and non-fiction. Students use standard grammar in writing and learn appropriate usage of complex grammar skills. Writing with the use of sentence variety and appropriate organizational skills is emphasized. Students enhance reading skills through the use of multiple choice questions and open response questions based on short reading passages. The five paragraph essay is emphasized with special attention given to the descriptive and narrative essay.

ENGLISH 9 PRE AP (MYP Designed Course)

410001

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Summer work must be satisfactorily completed and student must have passed both semesters of 8th grade English with C or better.

Requirement: IB Diploma Coordinator approval.

This is a rigorous course requiring the independent reading of at least two major works and the development of advanced composition skills. Students will use the extensive vocabulary required for literary analysis.

ENGLISH 10 (MYP Designed Course)

411000

Level: 9-12

All Year, 1 Credit

This course emphasizes more advanced inferential reading skills. Students read more challenging short stories, poetry, plays and non-fiction pieces and identify and explain literary techniques used in these works. Test-taking skills and study skills are a major focus. All steps of the Writing Process are used with emphasis being placed on editing and revision, especially in regard to the five paragraph/three point essay. Grammatical structures such as parallel structure and verbals are mastered. Composition lessons also address style and voice. All students will complete the MYP personal project.

ENGLISH 10 PRE AP (MYP Designed Course)

411001

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Summer work must be satisfactorily complete with passing grade in both semesters of English 9. Requirement: IB Diploma Coordinator approval.

This is a rigorous course combining composition and literature, in which students will practice the skills associated with literary analysis. Students will read at least four full-length works, master the three-point essay and complete the MYP Personal Project.

ENGLISH 11**412000**

Level: 9-12

All Year, 1 Credit

This course prepares students for success on the state mandated literacy examination. Students develop higher level reading abilities through vocabulary development and a strong focus on inferential reading skills. Students read short pieces similar to those passages that have appeared on literacy tests in the past; they answer multiple choice questions and open response questions. Special emphasis is given to the presence of textual evidence and supporting details. Students also write argumentative and persuasive essays and work on style, organization, and elaboration through supporting details and other types of evidence. Students read from various genres with special attention placed on informative texts, literary prose, and various types of poetry.

IB ENGLISH 11 Higher Level**517100**

Level: 11-12

All Year, 1 Credit

Prerequisite: Satisfactory completion of the MYP Personal Project and summer work.**Requirement: IB Diploma Coordinator approval.**

This is the first year of a two-year pre-university course in literature and composition designed to equip students with a global perspective on literature through focused reading of world literature. Emphasis in instruction will be placed on the students' reading and responding directly to literature, both orally and in writing. Internal assessment, required by IB, will include oral presentations. Students will complete several major papers requiring literary analysis, one of which will be based on works of world literature, some of which may be more mature in subject matter or language. This course is required for all IB Diploma candidates.

ENGLISH 12 TRANSITION**Pending**

Level: 11

All Year, 1 Credit

ENGLISH 12**413000**

Level: 9-12

All Year, 1 Credit

Prerequisite: Junior/Senior standing

This course is designed to help the student communicate more effectively through expository essays and the term paper. This course also provides reading experiences in British Literature. The emphasis is on the ability to state a thesis and to develop it consistently and coherently. Included is a review of usage, mechanics and editing skills. This course is required for a college prep diploma and is suggested for all students who are college bound.

AP ENGLISH LIT 12 Higher Level**517040**

Level: 1-12

All Year, 1 Credit

Prerequisite: Satisfactory completion of oral presentation, world literature readings and writings, summer work. Requirement: IB Diploma Coordinator approval.

This course is the second year of a two-year program of study which focuses on advanced literary analysis skills. It follows IB English 11. This course will encourage a personal appreciation of literature, will develop the students' powers of oral and written expression, and will provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations. Students will read and write extensively on at least 8 major literary assessments, which includes an oral examination in addition to written examinations, all of which are externally scored.

JOURNALISM

415000

Level: 9-12

All Year, 1 Credit

This course is designed to give the student a practical introduction to the field of journalism and will include writing, production, management, composition, layout, design, editing, multi-media presentations, public relations, a variety of print options, and computer generated graphic design. Original projects are required.

ORAL COMMUNICATIONS

414000

Level: 9-12

One Semester, ½ Credit

This is a half year course. It is an opportunity of enriched training for students in the area of oral communication. This is a graduation requirement for all students.

ORAL COMMUNICATIONS PRE AP

414001

Level: 9-12

One Semester, ½ Credit

Requirement: Approval by IB/DP Coordinator

Only available for Pre AP students; includes memorization; oral literary presentations; strong focus on standard grammar in spoken communication, while also meeting the graduation requirement for all students. This course includes several additional oral presentations.

DRAMA (ELA)

416000

Level: 9-12

One Semester, ½ Credit

ELA Drama is a one-semester English elective course designed to introduce students to the study of **dramatic literature**. Through the study of written plays, students will become informed, perceptive, and appreciative audience members of plays from various cultures and time periods. Students will examine and compare historical influences and contexts, universal themes in dramatic literature, and authorial treatment of tragic heroes from various literary periods. Students will demonstrate understanding of dramatic literature through creative **oral and written interpretations and adaptations**. *This course does NOT satisfy the requirements for the required ½ credit of Fine Art.*

MATHEMATICS DEPARTMENT

ALGEBRA I (MYP Designed Course)

430000

Level: 9-12

All Year, 1 Credit

This is a standard course in first year algebra. The topics studied will include traditional topics of elementary algebra, beginning with mathematical operations with real numbers. Problem solving applications of equations and inequalities, graphing of linear equations and inequalities and polynomials and rational expressions related to operations with real numbers are to be included. Quadratic equations are solved by factorization and the quadratic formula

GEOMETRY (MYP Designed Course)

431000

Level: 9-12

All Year, 1 Credit

Prerequisite: Algebra I.

This is a standard level course in plane geometry, which includes an introduction to solid geometry, coordinate geometry and some basic trigonometry.

GEOMETRY PRE AP (MYP Designed Course)**431002**

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY**Prerequisite: Proficient or Advanced score on Algebra I EOC, grade C or better.****Requirement: IB Diploma Coordinator approval.**

In addition to the topics covered in geometry, students will study more advanced trigonometry, investigate geometry problems and be required to communicate a mathematical line of reasoning in solving real life problems including geometric proofs.

ALGEBRA II**432000**

Level: 9-12

All Year, 1 Credit

Prerequisite: Algebra I.

This standard level course in second year algebra will include a review of algebra skills presented in the Algebra I course description with a deeper insight into problem solving applications. Topics covered will include equations and inequalities, linear relations and functions, systems of equations and inequalities, polynomial roots, quadratic equations, functions, polynomial and rational expressions, and exponential and logarithmic functions.

ALGEBRA II PRE AP (MYP Designed Course)**432002**

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY**Prerequisite: Proficient or Advanced score on Geometry and Algebra I EOC.**

In addition to the topics covered in Algebra II, students will study historical significance to math topics, complete a statistics project, be required to justify and prove mathematical relationships and general rules, and will discuss appropriate strategies for solving different types of real world problems. Students successfully completing MYP Algebra II will have the prerequisite and presumed knowledge skills needed for IB Math Studies SL.

MATH READINESS**PENDING**

Level: 11-12

All Year, 1 Credit

LINEAR SYSTEMS AND STATISTICS**439090**

Level: 9-12

All Year, 1 Credit

Linear Systems and Statistics is a two-semester course designed for students who have successfully completed Algebra II and expect to further their studies in business, social sciences or education. Linear Systems and Statistics builds on Common Core State Standards knowledge of probability, randomness and variability to provide students with an understanding of experimental design, estimation, hypothesis testing, and effective communication of experimental results. Statistical information collected and analyzed by students is used to investigate ways of collecting, displaying and analyzing data.

ALGEBRA III**439070**

Level: 9-12

All Year, 1 Credit

Algebra III is designed for students who have successfully completed Algebra II. This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth

study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase their understanding of algebraic, graphical and numerical methods to analyze, translate and solve quadratic, polynomial, rational, exponential and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of trigonometric functions, right triangles and oblique triangles.

PRE-CALCULUS including TRIGONOMETRY

433000

Level: 9-12

All Year, 1 Credit

Prerequisites: Algebra II and Geometry. Students in grade 10 who wish to take this course must have teacher recommendation.

This is an advanced math course for students who plan to further their education at the college level. Pre-Calculus covers polynomial and rational functions, conic sections, non-linear systems of equations and inequalities, circular functions and trigonometry, oblique triangles, vectors, polar coordinates, exponential and logarithmic functions, and sequences and series. The math concepts will be studied using a variety of mathematical techniques—graphical, analytical, tabular and technological. Students will be expected to use a TI-84+ graphing calculator extensively both inside and outside the classroom.

AP STATISTICS

539030

Level: 10-12

All Year, 1 Credit

Prerequisite: Successful completion of Algebra II.

AP Statistics is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. There are four broad themes: Exploring Data, Sampling & Experimentation, Anticipating Patterns, and Statistical Inference. Students who successfully complete the course and exam may receive credit, advanced placement.

AP CALCULUS AB

534040

Level: 11-12

All Year, 1 Credit

Prerequisites: Algebra, Geometry, Algebra II, and the fourth year of study in mathematics that includes advanced topics in algebra and trigonometry.

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results and problems being expressed graphically, numerically, analytically and verbally. Students who successfully complete the course and exam may receive credit, advanced placement.

IB MATH STUDIES I SL

539060

Level: 11-12

All Year, 1 Credit

Required: IB Diploma Coordinator approval. Prequisite: Algebra I, Geometry, and Algebra II.

This course prepares students to take the Standard Level Math Studies examination and is required of all IB Diploma level students. The class covers numbers and algebra, set theory, logic, statistics, probability, functions, trigonometry, introductory differential calculus, and financial mathematics. It is designed for students who do not anticipate a need of higher level

mathematics in high school. Students will need a TI-84+ graphing calculator. Students will complete projects during the year which involve collection of data or the generation of measurements and the analysis and evaluation of information or measurements. An internal assessment will be completed and submitted to IBO for scoring.

IB MATH STUDIES II SL

Level: 11-12

539061

All Year, 1 Credit

Required: IB Diploma Coordinator approval.

Continuation of IB Math Studies I with focus on higher level skills.

SCIENCE DEPARTMENT

PHYSICAL SCIENCE (MYP Designed Course)

Level: 9-12

423000

All Year, 1 Credit

This course requires knowledge of basic math and algebra and includes laboratory activities observations. Students will work with formulas, the English and metric systems of measurement, and plot data on graphs. The course includes a survey of the physical science such as units of atomic structure, motion, energy, heat, light, sound and those subjects dealing with the physical environment. Lab activities included.

PHYSICAL SCIENCE PRE AP (MYP Designed Course)

Level: 9-12

Pre-AP Pathway

423002

All Year, 1 Credit

Prerequisite: Algebra I, 10th grade status. Requirement: IB Diploma Coordinator approval

This course requires knowledge of basic math, geometry and algebra. Students will work with formulas, the English and metric systems of measurement, and plot data on graphs. The course includes a survey of the physical science such as units of atomic structure, motion, energy, heat, light, sound and those subjects dealing with the physical environment. One semester focuses on introduction to chemistry and the other on introduction to physics. Good math skills needed.

ENVIRONMENTAL SCIENCE

Level: 9-12

424020

All Year, 1 Credit

This course is a study of the environment. This course will study air pollution, water pollution, population issues and other concerns that affect the earth and the environment. In this class, students will study the way we live and how it impacts the environment. Lab activities included.

PHYSICS

Level: 9-12

422000

All Year, 1 Credit

Prerequisites: Trigonometry skills are required. Algebra II or above recommended.

This is an introductory physics involving the study of motion, heat, sound, light, electricity and magnetism, with laboratory activities to encourage and engage the interest of the student.

BIOLOGY (MYP Designed Course)**420000**

Level: 9-12

All Year, 1 Credit

This is a general biology course involving the study of chemical, physical, and functional properties of life from the simplest unit to the most complex organisms. Lab activities included.

BIOLOGY PRE AP (MYP Designed Course)**420001**

Level: 9-12

Pre-AP Pathway

All Year, 1 Credit

Prerequisite: IB Diploma Coordinator approval.

This is a rigorous course for the ninth grade student with a superior science background. Emphasis will be on providing a wide range and greater depth of biological information in this introductory course. The student's knowledge of research techniques and independent study skills will be stressed for those who want a comprehensive course in biology. Extra projects and readings will be required. Lab activities included.

HUMAN ANATOMY AND PHYSIOLOGY**424030**

Level: 9-12

All Year, 1 Credit

This is an introductory course examining the organization of the human body. Topics include skeletal, muscular, nervous, cardiovascular and reproductive systems. This is designed for student who will pursue a career in the medical or health related fields.

BOTANY**524010**

Level: 9-12

One Semester, ½ Credit

This provides the student with a survey of the plant kingdom with emphasis on the anatomy and physiology of the flowering plants. Though paired with Zoology, two courses can be taken independently. *Course is available based upon student demand.*

ZOOLOGY**524011**

Level: 9-12

One Semester, ½ Credit

This course is designed as a survey of the animal kingdom. The course emphasizes comparisons of the different animal phyla. Though paired with Botany, two courses can be taken independently. *Course is available based upon student demand.*

IB BIOLOGY I**529030**

Level: 11-12

All Year, 1 Credit

Prerequisite: Pre-AP Biology. Requirement: IB Diploma Coordinator Approval.

Higher level biology is a comprehensive two-year pre-university course that is designed to allow students to obtain a secure knowledge of a limited body of facts and at the same time broad general understanding of biology. Four general biological concepts will be studied as unifying topics throughout the course: Structure and Function, Universality versus Diversity, Equilibrium within Systems and Evolution. Students will spend approximately 30 hours in class performing laboratory experiments. Through the study of biology and the Group 4 Project, students will develop an understanding of the environment and technological consequences of new scientific discoveries, identify the social and economic effects of new scientific discoveries, identify the social and economic effects of experimental sciences, and evaluate the ethical and moral considerations for scientists working in an increasingly independent world.

AP BIOLOGY**520030**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Biology; Chemistry strongly recommended. Requirement: IB Diploma Coordinator approval.

AP Biology is designed to be equivalent to the rigor of a two-semester college introduction biology course taken by biology majors during their first year of college. It helps students develop a conceptual framework for modern biology as a process. Students will explore molecules, cells, heredity, evolution, organisms and populations with challenging goals and understanding concepts rather than memorization of terms and details. Lab work is required and equivalent in rigor to college biology majors. This course meets the requirements for IB Biology II. Students are required to take official examinations for both AP and IB.

CHEMISTRY**421000**

Level: 9-12

All Year, 1 Credit

Prerequisite: Physical Science; Biology, Algebra I, enrolled in or having completed Bridge to Algebra II or Algebra II. This is an introductory course involving the study of chemical concepts, atomic structure and bonding, and chemical reactions. Students will complete lab requirements.

IB CHEMISTRY I**521040**

Level: 10-12

All Year, 1 Credit

Prerequisite: Pre AP Physical Science; enrolled in or having completed Bridge to Algebra II or Algebra II. Requirement: IB Diploma Coordinator approval.

This rigorous course emphasizes understanding of chemical concepts. From an analysis of atomic structure and bonding, a study is made of how and why chemical reactions occur. Students develop their experimental and investigative skills in the laboratory as well as their ability to analyze, evaluate and synthesize scientific information.

IB CHEMISTRY II**521041**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Chemistry I with a grade of C or better for both semesters. Requirement: IB Diploma Coordinator approval.

This is a rigorous, advanced course in Chemistry.

IB PHYSICS I**522061**

Level: 10-12

All Year, 1 Credit

Prerequisites: Pre AP Physical Science; enrolled in or completed Bridge to Algebra II or Algebra II. Requirement: IB Diploma Coordinator approval.

This is an advanced course in introductory physics involving the study of heat, sound, light, electricity and mechanics. Emphasis is placed on self-directed study and laboratory experiments. In addition to internal assessment by the teacher in the classroom and participate in a Group 4 project.

IB PHYSICS II

522062

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Physics I with a grade of C or better for both semesters, enrolled in or having completed Algebra II. Requirement: IB Diploma Coordinator approval.

Global environmental physics looks at global energy sources/supplies and the enhanced greenhouse effect. A strong emphasis is on the increasing skills in laboratory and the study of heat, sound, light, electricity and mechanics. Students are required to take the IB exam.

SOCIAL STUDIES DEPARTMENT

(All standard level coursework aligns with the Common Core Curriculum.)

CIVICS/AMERICAN GOVERNMENT (MYP Designed Course)

472000

Level: 9-12

One Semester, ½ Credit

This is a standard level of Civics/American Government course concerned with the functions of local, state and national government. Topic concerning economic and business organizations, careers, social problems, conservation, structure of the Constitution and current issues will be studied and analyzed.

CIVICS/AMERICAN GOVERNMENT PRE AP (MYP Designed Course) 472001

PRE AP PATHWAY

One Semester, ½ Credit

Level: 9-12

Required: IB Diploma Coordinator Approval

This course prepares students for advanced social studies courses and also meets the requirements for graduation of Civics/American Government. In addition to studying local, state, and national government, the student will also study the following topics: social problems, current issues, the U.S. Constitution, Supreme Court decisions, and comparative government. Extra readings and projects will be required.

WORLD GEOGRAPHY (MYP Designed Course)

474600

Level: 9-12

One Semester, ½ Credit

World Geography is a one-semester high school social studies elective course that emphasizes the interaction of humans and their physical and cultural environments. The study of geography will focus on five major themes: location, place, human/environment interactions, movement, and regions. The study includes current developments around the world that affect physical and cultural settings. Cultural settings include population, political structures, life styles, economics, and customs. Students will analyze and interpret a variety of geographic resources and use primary and secondary sources, maps, pictorial and graphic evidence, as well as newer technologies.

WORLD GEOGRAPHY PRE-AP (MYP Designed Course) **474601**
Level: 9-12 Pre-AP Pathway One Semester, ½ Credit

Required: IB Diploma Coordinator approval

This more rigorous one-semester course emphasizes the interaction of humans and their physical and cultural environments. This course requires extensive map studies and knowledge, including both physical and political maps, but the heaviest emphasis will be on the political maps. Students will use technology to complete research and produce individual and group projects for class presentations. Students will consider the impact of geography upon historical events and gain significant and thorough knowledge of world maps. Strongly recommended for students who plan to pursue the IB Diploma or take IB History courses.

AP American Government (MYP Designed Course) **572010**
Level: 10-12 All Year

Required: IB Diploma Coordinator approval. Recommended: Pre Civics/American Government Pre AP

The AP Government & Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Students must take the exam in May.

WORLD HISTORY (MYP Designed Course) **471000**
Level: 10-12 All Year, 1 Credit

This is a required world history course. It traces man's civilization in the western world from the beginning of history through today. Current world problems are studied regularly through reading and discussion of current events; primary and secondary sources will be examined.

WORLD HISTORY PRE AP (MYP Designed Course) **471001**
PRE AP PATHWAY All Year, 1 Credit
Level: 10

Required: IB Diploma Coordinator Approval

This advanced world history course focuses on the modern era (1850-early 21st century). In this course, students will learn to communicate and analyze historical information. Students will consider a range of points of view and detect bias, develop critical thinking skills, and write extensively. This course requires extensive study and analysis of primary and secondary sources as well as completion of extra readings and writings.

U.S. HISTORY **470000**
Level: 11-12 All Year, 1 Credit

This is a general survey course in the history of the United States from colonial times to the present.

PSYCHOLOGY **474400**
Level: 10-12 One Semester, ½ Credit

Prerequisite: 10th grade or above.

This course is a study of the scientific principles of human behavior.

IB PSYCHOLOGY

579030

Level: 11-12

All Year, 1 Credit

Prerequisite: 10th grade or above.

This is a one year, pre-university level social science course designed to introduce students to the study of behavior and mental processes by examining the interaction of biological, cognitive and socio-cultural influences on human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. Students are required to complete an experimental study requiring the manipulation of **one** independent variable and the measurement of **one** dependent variable, while other variables are kept constant. The purpose of the internal assessment is for students to experience the research process by practicing sound research methodology. This research project provides the IB Internal Assessment, which along with other IB examinations in May determine the final IB score. Completion of the Internal Assessment and sitting for the IB exams are required of all students enrolled in the class.

SOCIOLOGY

474500

Level: 10-12

One Semester, ½ Credit

Students will develop an understanding and be able to apply sociological concepts and culture, organization, stratification and societies.

ECONOMICS

474300

Level: 11-12

One Semester, ½ Credit

This course is required for graduation.

Economics is a one-semester course that focuses on microeconomics and the practical applications of economic decision making. It is designed to enable students to learn those skills and concepts required to become economically responsible citizens.

ECONOMICS Pre AP

474301

Level: 10-12

One Semester, ½ Credit

Required: IB Diploma Coordinator Approval. This course is required for graduation.

Economics is a one-semester course that focuses on microeconomics and the practical applications of economic decision making. It is designed to enable students to learn those skills and concepts required to become economically responsible citizens. Students will also explore the stock market and some topics related to macro-economics.

AMERICAN HISTORY IB

570050

Level: 11-12

All Year, 1 Credit

Prerequisite: Satisfactory grade in Pre-AP World History or B or better in standard world history. (Recommended: Grade of C or better in English 10 due to reading/writing requirements.)

IB History of the Americas I is the first year of a two-year intensive and rigorous course required of all IB Diploma candidates. This advanced course will fulfill the state graduation requirement for U.S. History. The course content will focus on critical topics in American history, and will also include Canadian and Latin American history for the same topics as a point of comparison. The student should be able to work independently, communicate effectively, analyze historical and geographical information, and communicate his/her findings. Students will begin working on

an extensive historical investigation/research paper, which they will complete in the second year as part of the requirement for the IB Program.

CONTEMPORARY AMERICAN HISTORY IB

570041

Level: 11-12

All Year, 1 Credit

Prerequisite: American History IB, completion of Historical Investigation.

Required: IB Diploma Coordinator Approval

This second year of a two-year intensive course designed to meet the needs of the IB Diploma candidate as well as those of students with an interest in history. The coursework will cover topics selected by the instructor from a list of topics required by the IBO. The course will be global rather than national in scope and will examine historiography and evaluate and analyze historical readings. Students will complete the historical investigation paper required by IB and sit for the IB assessment in May.

THE BIBLE FROM A HISTORICAL & LITERARY PERSPECTIVE PENDING

Level: Pending

One Semester, ½ Credit

Prerequisite - a "C or better in a previous history course.

The curriculum for the program shows a concern to convey the content of the Bible as compared to literature and history. The program is concerned with education rather than indoctrination of students. The central approach of the class is simply to study the Bible as a foundation document of society, and that approach is altogether appropriate in a comprehensive program of secular education. This is a state certified Bible course (**elective**) into the public high schools nationwide.

FINE ARTS DEPARTMENT

MUSIC APPRECIATION (MYP Designed Course)

453030

Level: 9-12

One Semester, ½ Credit

One semester course will fulfill fine arts requirement for graduation.

This class surveys music from diverse cultures around the world. It is an active study of how music says who we are as human beings and how we express ourselves through music. This class will cover the man social, cultural and historical contexts of music in our lives.

MUSIC TECHNOLOGY

459021

Level: 9-12

All Year, 1 Credit

Prerequisites: There is no prerequisite for Music Technology.

Music Technology is a two-semester course designed for the study of technologies used to create, manipulate, perform, record, and share music. The course will introduce the student to the constantly changing resources and possibilities available to them for personal musical expression. Course activities may involve smartphones, tablets, computers, and cloud-based resources, along with the voice and available acoustic, analog, electronic, and digital instruments. Music Technology will satisfy the one-half credit fine arts requirement for graduation

INTRODUCTION TO BAND

Level: 9-12

451010

All Year, 1 Credit

Prerequisites: Never been in band

Introduction to Band is a two-semester course designed for the student who would like to participate in the high school band program, but has had no previous training in the fundamentals of instrumental music. Whether included in the full band or in a separate classroom setting, Introduction to Band students focus on the development of sight-reading skills, improvisational skills, and performance techniques. Experiences in responding to music and connecting music to cultural influences are also a part of the overall course. Introduction to Band will satisfy the one-half credit fine arts requirement for graduation.

TROJAN BAND I (MYP Designed Course)

Level: 9-12

451000

All Year, 1 Credit

Meets fine arts credit for graduation

Prerequisites: The student entering Band I must successfully complete the preceding year of Band and/or have the instructor's approval through audition. This advanced band is the concert band and marching band that represents the high school at public performances and football games. This group studies symphonic band literature, both classical and modern, and learns corps style marching.

TROJAN BAND II (MYP Designed Course)

Level: 9-12

451041

All Year, 1 Credit

Approval of Band Instructor required for Trojan Band I-IV

Prerequisites: The student entering Band II, III, and IV must successfully complete the preceding year of Band and/or have the instructor's approval through audition.

TROJAN BAND III (MYP Designed Course)

Level: 10-12

451050

All Year, 1 Credit

TROJAN BAND IV (MYP Designed Course)

Level: 10-12

451060

All Year, 1 Credit

ORCHESTRA I/STRINGS

Level: 9-12

451100

All Year, 1 Credit

Meets fine arts credit for graduation.

Prerequisite: Orchestra/Strings I-IV - Approval of Orchestra Instructor required for Orchestra I-IV.

ORCHESTRA II/STRINGS

Level: 9-12

451110

All Year, 1 Credit

ORCHESTRA III/STRINGS

Level: 10-12

451120

All Year, 1 Credit

ORCHESTRA IV/STRINGS

Level: 11-12

451130

All Year, 1 Credit

JAZZ BAND I (MYP Designed Course)**451200**

Level: 9-12

All Year, 1 Credit

Meets fine arts credit for graduation.**Prerequisites: The student entering Jazz Band II, III, or IV must successfully complete the preceding year of Jazz Band and/or have the instructor's approval through audition.****Enrolled in Trojan Band.**

Jazz Band I-IV are two-semester courses designed for traditional and emerging ensembles. Jazz Band I-IV students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of jazz music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Jazz Band I-IV students will critique music performances and deeply reflect upon the impact of jazz music on society as well as societal influences on jazz music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations. Jazz Band I Jazz Band II, Jazz Band III, or Jazz Band IV will satisfy the one-half credit fine arts requirement for graduation.

JAZZ BAND II (MYP Designed Course)**451210**

Level: 9-12

All Year, 1 Credit

JAZZ BAND III (MYP Designed Course)**451220**

Level: 9-12

All Year, 1 Credit

JAZZ BAND IV (MYP Designed Course)**451230**

Level: 9-12

All Year, 1 Credit

MUSIC LAB I (Piano)**451500****Level : 9-12**

All Year, 1 Credit

Prerequisite: None**Music Lab I- IV meets fine arts credit for graduation.**

Music Lab I-IV are two-semester courses of study designed to provide instruction in any harmonizing instrument (musical instruments capable of producing harmonies as well as melodies), including but not limited to **piano, guitar**, banjo, general keyboards, synthesizers, iPads, or various technological media. It encapsulates the basic through advanced concepts that are germane to these musical media and empowers the educator to contour the fundamental dictates of instruction to the appropriate instrument(s). Through the processes of creating, performing, and analyzing music for these instruments, the student will develop the knowledge, skills, and attitudes for lifelong playing and listening to music. Music Lab I-IV creates opportunities for personal musical expression through choosing, discussing, and sculpting the musical experiences.

MUSIC LAB II (Piano)**451510****Level : 10-12**

All Year, 1 Credit

Prerequisite: The student entering Music Lab II, III, or IV must successfully complete the preceding year of Music Lab and/or have the instructor's approval through audition.

MUSIC THEORY**Grades: 10-12****459010****All Year****Prerequisite: Band I.**

Music Theory is an advanced course designed to expand and enhance the skills of the serious high school musician. Students in Music Theory examine components of music composition, melodic practices, theories of harmony, and other musical concepts. Students analyze music from different stylistic periods and develop notation, aural, and sight-reading skills. Emphasis is placed on the application of rhythm, melody, harmony, form, and other compositional devices into original compositions.

GUITAR I**Level: 9-12****451540****All Year, 1 Credit****Prerequisite: Teacher approval for Guitar II-IV.****GUITAR II****451550****All Year, 1 Credit****GUITAR III****451560****All Year, 1 Credit****GUITAR IV****451570****All Year, 1 Credit****DANCE TECH I (MYP Designed Course)****Level: 9-12****459200****All Year, 1 Credit****Prerequisite: None**

All dance courses meet the fine arts requirement for graduation.

This is an introduction course to ballet, modern, jazz and tap dance. There is a nine-week term in each area of dance with emphasis on fundamental techniques.

DANCE TECH II**Level: 10-12****459210****All Year, 1 Credit****Prerequisite: Teacher approval for Dance II - Dance IV**

This is the second year of a two-year program. Students must have successfully completed Dance I and have a good understanding of ballet, modern, jazz and tap.

DANCE TECH III**Level: 11-12****459220****All Year, 1 Credit**

Students entering Dance III and IV must have successfully completed the preceding year of Dance and have a good understanding of ballet, modern, jazz and tap.

DANCE TECH IV**Level: 12****459230****All Year, 1 Credit**

THEATRE I**459100**

Level: 9-12

All Year, 1 Credit

All theatre courses meet the fine arts requirement for graduation.

Theatre I is a two-semester course in which students learn and demonstrate mastery of theatre academic and performance skills. At the Theatre I level students will explore theatre fundamentals, analyze and interpret scripts, evaluate artistic work, and use those evaluations to deepen the meaning of their work. Theatre I contains an introduction to stagecraft skills Theatre I.

THEATRE II**459110**

Level: 10-12

All Year, 1 Credit

Prerequisite: The student entering Theatre II and Theatre III must have successfully completed the preceding year of study in the same content. In Theatre II and Theatre III students will focus on the practical application of skills developed in Theatre I. Student will take on more complex projects and may begin to develop directorial skills. Ultimately, students will make artistic decisions using multiple forms on inspiration, particularly focusing on social, cultural, and historical context. Theatre II and III expand the knowledge and performance base of Theatre I.

THEATRE III**459120**

Level: 11-12

All Year, 1 Credit

GENERAL CHOIR (MYP Designed Course)**452000**

Level: 9-12

All Year, 1 Credit

This course is a non-auditioned choir, but is a pre-requisite for Varsity Choir and for Show Choir. Meets Fine Arts requirement for graduation.

This full year course is designed to teach basic music fundamentals and vocal techniques. Students will develop beginning performance techniques in solo, small group and large group settings with emphasis on skills in reading music and proper performance techniques. Requirements of this course include students performing in variety of settings including but not limited to, concerts, contests, and school assemblies.

TROJAN VARSITY CHOIR II**452040**

Level: 10-12

All Year, 1 Credit

Prerequisite: General Choir Required: Approval of Director

This full year course is designed for the serious music students. It is the top-performing group of the choral program. Dedication and commitment are required. This choir represents Hot Springs Schools in choral contests, festivals, public and civic concerts. Students must demonstrate skills in vocal technique and show success in sight-reading skills. It is an auditioned choir.

TROJAN VARSITY CHOIR III**452050**

Level: 10-12

All Year, 1 Credit

Pre-requisite: General Choir or Approval of Director

TROJAN VARSITY CHOIR IV

Level: 10-12

452060

All Year, 1 Credit

Pre-requisite: General Choir or Approval of Director**SHOW CHOIR II**

Level: 10-12

452041

All Year, 1 Credit

Pre-requisite: General Choir or Approval of Director.

This full year course includes various choral and vocal performances in various styles and genres: classical, spirituals, folk, opera, operetta, blues, jazz, Motown. This course helps young performing artists learn to effectively combine singing, dance and acting. This choir offers multi-talented students the opportunity to develop all of their performing abilities. It is an auditioned group.

SHOW CHOIR III

Level: 10-12

452051

All Year, 1 Credit

Pre-requisite: General Choir or Approval of Director for Show Choir II -IV**SHOW CHOIR IV**

Level: 10-12

452061

All Year, 1 Credit

ART I (MYP Designed Course)

Level: 9-12

450000

All Year, 1 Credit

This course is required for all higher level art courses. Meets Fine Arts requirement for graduation.

This introductory course in art encourages the student to develop creative and critical problem-solving skills, which are facilitated through learning by doing. The student will work with language of visual arts while learning basic color theory (2D & 3D) design elements and principles, media exploration, and drawing techniques. The class provides a broad spectrum of visual art foundations and requires no previous drawing or art experience. A final portfolio and daily sketchbook are required.

ART II (MYP Designed Course)

Level: 9-12

450030

All Year, 1 Credit

Prerequisite: Art I

Exploratory studio is designed for student whose interest in art is mainly a creative and productive one. The class offers the student the opportunity to work in three studios including design, color, and drawing. Each studio exploration will last for roughly twelve weeks. The students will explore a variety of media, technique and meaning in visual art. The class will also have an emphasis on contemporary art history. A final portfolio and daily sketchbook are required.

ART III

Level: 9-12

450040

All Year, 1 Credit

Prerequisite: Art I and II. Required: Teacher Approval

Art III provides the serious art student challenging projects in visual arts toward portfolio preparation for career, scholarship and exhibition. Drawing, painting, two and three-dimensional

design in a variety of media develop knowledge and skills. Creativity and quality are emphasized. Students explore current issues and artists. Art works are individualized supporting personal interest areas. Critique is employed as a learning process through group and self.

AP ART

559050

Level: 11-12

All Year, 1 Credit

Prerequisite: Art I or a similar studio course at the high school. Required: Teacher

Approval

To prepare for AP Studio Art, it is recommended that students also take Art II and Art III plus Graphic Arts or Digital Imagery

AP Studio Art is a college level course taught. Students will study drawing or 2D design, thereby building a foundation for further study of visual art in higher education. Students must compile a portfolio of their best work for submission to and review by the College Board. Students will submit this portfolio in the first week of May; submissions will be in the digital form and actual work. Student is required to work independently and meet deadlines. Class critiques and weekly journal assignments are also required.

ART HISTORY I (MYP Designed Course)

450060

Level: 9-12

One Semester, ½ Credit

Meets fine arts requirement for graduation

Prerequisite: None

Art History I is a one-semester course designed to teach students the significance of art throughout history. Students in Art History I will examine periods of art history from around the world from ancient civilizations through High Renaissance. Students will examine characteristics of art including themes, artists, major artworks, and media and processes involved in creating artwork that is unique to each period of art. Students will also explore societal influences on art from each period as well as the impact art from each period has had on society. Students will apply basic terminology and higher order thinking skills to respond to and to draw inferences from artwork and artists from each period of art history.

ART HISTORY II (MYP Designed Course)

450070

Level: 9-12

One Semester, ½ Credit

Prerequisite: Art History I

Art History II is a one-semester course designed to teach students the significance of art throughout history. Students in Art History II will examine periods of art history from around the world from the Baroque to Post-Modern art and will continue studying concepts begun in Art History I.

STUDIO ART 2-D (MYP Designed Course)

450080

Level: 9-12

One Semester, ½ Credit

Prerequisite: None

Meets fine arts requirement for graduation. (Formerly computer graphic design)

Products, including personal/professional logos, CD cover package designs, and multi-fold brochures. Students will also explore their personal creative potential in writing and illustrating poetry, digitally manipulating photographs, and digitally creating a self-portrait

STUDIO ART 3-D (MYP Designed Course)**450090**

Level: 9-12

One Semester, ½ Credit

Prerequisite: Must have completed Art I and Studio Art 2-D.***Meets fine arts requirement for graduation***

This is a course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art, such as ceramics, jewelry, mosaics, fiber arts, sculptures, mixed media, altered books, or other 3-D media. Student art will demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY IB 559810

Level: 11-12

All Year, 1 Credit

Diploma Coordinator Approval. This IB course emphasizes the study of the social significance and ethical considerations arising from information technology (IT) on a local, national, and global level. The course of study will encourage students to develop a well-rounded knowledge base regarding IT in support of developing higher-level critical thinking and problems solving skills. The ITGS student will explore the nature of the social and ethical issues arising from IT and will develop products and solutions to these issues on a global level. The ITGS student will develop a thorough competence in the tools, the applications, and the utilization of IT. Students will be assessed externally through two papers and internally through the creation of a portfolio and a project. **(Also listed in CTE)**

FOREIGN LANGUAGE DEPARTMENT**FRENCH I (MYP Designed Course)****441000**

Level: 9-12

All Year, 1 Credit

Prerequisite: None

Students learn French pronunciation, common words, and basic structures for making statements, asking questions and expressing feelings. Students develop speaking, reading, writing skills in the target language.

FRENCH I Pre AP (MYP Designed Course)**441001**

Level: 9-12

All Year, 1 Credit

Prerequisite: IB Coordinator Recommendation

Students learn French pronunciation, common words, and basic structures for making statements, asking questions, and expressing feelings. Students who enjoy reading and have read a wide variety of books enter the first year of foreign language study with good prospects of success because they have a large store of English vocabulary and general knowledge. Strong emphasis on oral communication skills and composition skills.

FRENCH II (MYP Designed Course)**441010**

Level: 9-12

All Year, 1 Credit

Prerequisite: French I

Students will proceed to more complicated structures and verb tenses and learn vocabulary necessary for travel and talking about ideas. They will read selections in French about France and the French-speaking world.

FRENCH II Pre AP (MYP Designed Course)**441011**

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY**Prerequisite: French I w/grade of C or better. Required: IB Diploma Coordinator approval**

Students will proceed to more complicated structures and verb tenses and learn vocabulary necessary for travel and talking about ideas. They will read selections in French about France and the French-speaking world. Strong emphasis on oral communication skills and composition skills – Students in this class are preparing for IB French III and IV.

IB FRENCH III**541070**

Level: 11-12

All Year, 1 Credit

Prerequisites: French I and II. Required: IB Diploma Coordinator approval

This course designed for students who intend to apply their language experience toward IB certification and is recommended for those who hope to continue language study after graduation. Grammar and vocabulary development will continue, but with greater emphasis on oral and written communication. Reading comprehension will be enhanced through the use of authentic literacy materials. All four language skills will be employed to increase awareness of and familiarity with French culture.

IB FRENCH IV**541050**

Level: 11-12

All Year, 1 Credit

Prerequisite: IB French III w/passing grade. Required: IB Diploma Coordinator approval

This course is a continuation of IB French III designed for greater language acquisition with primary emphasis on written and oral expression. Students will read and respond to French literary and practical texts, make oral presentations, and prepare for success on the IB examination with is given in May. All IB French IV students are required to take the IB exam.

SPANISH I (MYP Designed Course)**440000**

Level: 9-12

All Year, 1 Credit

This course introduces the essentials of Spanish including reading, writing, speaking, and listening. It incorporates Spanish grammar and the Hispanic culture and is designed for students with little to no background in speaking and reading Spanish.

SPANISH I Pre AP (MYP Designed Course)**440001**

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Required: IB Diploma Coordinator approval.

This course is designed for those students who have some background in Spanish, but who are not prepared for Spanish II. It incorporates grammar, vocabulary and Hispanic culture in a proficiency based design in order to develop speaking, listening, reading and writing skills.

SPANISH II (MYP Designed Course)

440020

Level: 9-12

All Year, 1 Credit

Prerequisite: Spanish I

This is a continuation of Spanish I with speaking, listening and writing skills, extended vocabulary and grammar development. Hispanic culture is studied both through context of language development and projects.

SPANISH II Pre AP

440021

Level: 9-12

All Year, 1 Credit

PRE AP PATHWAY

Prerequisite: Spanish I Required: approval by IB Diploma Coordinator

This course is designed for students who have earned a credit in Spanish I from middle school or for those who receive teacher recommendation at the high school. It is a continuation of Spanish I with speaking, listening and writing skills, extended vocabulary and grammar development. Hispanic culture is studied both through context of language and projects. Strong emphasis on oral communication skills and composition skills. These students are generally those who plan to proceed to IB Spanish III and IV.

SPANISH III

440030

Level: 10-12

All Year, 1 Credit

Prerequisite: Spanish I and II

This course is a continuation of Spanish II for those students who are on the language study in order to better communicate in the Spanish language. Native speakers and students who complete Spanish II in grade 9 will make up the majority of the class's population; those students who completed Spanish II in grade 9 are required to take this course or IB Spanish III. The course will emphasize verbal communication in the target language to enable students to become lifelong learners of Spanish, which will improve their opportunities for employment in our society. Students will develop their knowledge of Spanish through reading of Spanish language texts, through development of their Spanish language vocabulary, and through participation in various activities that advance their understanding of the history, art, and literature of the Spanish speaking world.

IB SPANISH III

540130

Level: 10-12

All Year, 1 Credit

Prerequisite: Spanish II w/grade of C or better Required: IB Diploma Coordinator approval

This course is designed for students who intend to apply their language experience toward IB certification and is recommended for those who hope to continue their language study after graduation. Grammar and vocabulary development will continue, but with greater emphasis on

oral and written communication, including the production of compositions, projects, and brochures. Reading comprehension will be enhanced through the use of authentic and adapted literary material. Oral comprehension will be developed through listening to videos, dialogues and narratives. All four language skills will be employed to increase awareness of and familiarity with Hispanic culture, and contact with the local Hispanic community will be encouraged. **(Students who have completed Spanish III MAY take this course for credit.)**

IB SPANISH IV

540140

Level: 11-12

All Year, 1 Credit

Prerequisite: IB Spanish III Required: IB Diploma Coordinator approval

This course is continuation of Spanish III, designed for greater language acquisition with primary focus on written and oral expression. Students will read and respond to a variety of literary texts and periodicals; listen to and respond orally and in written form to dialogues, videos and radio announcements; complete research projects, make presentations and conduct discussions; and compose essays, narratives, and original works in Spanish. Students are required to sit for the IB assessment in May.

CHINESE I (MYP Designed Course)

447000

Level: 9-12

All Year, 1 Credit

Prerequisite: None

Introduction to the Mandarin Chinese language taught by a native speaker from China. This course includes fundamentals of comprehension, speaking, reading, writing and culture.

CHINESE II (MYP Designed Course)

447010

Level: 9-12

All year, 1 Credit

Prerequisite: Chinese I

Continuation of the Mandarin Chinese language taught by a native speaker from China. Oral and written communication skills will continue to be developed and expanded. Reading emphasizing cultural topics will be introduced and discussed.

SPANISH CULTURE AND CONVERSATION

970134

Level: 9-12

PENDING

This course is designed as an introduction/bridge course that prepares students to take Spanish I for credit at a later date. It will also provide students with the necessary skills and knowledge to appreciate the Hispanic culture and language as an integral part of our modern American culture. This course does not apply toward the necessary credits for graduation but students do receive local credit. This course is not available to all students; counselors will place students in this class based on student backgrounds and needs.

SPANISH CULTURE AND CONVERSATION II

PENDING

Level: 10-12

PENDING

Continuation of Spanish Culture and Conversation I. This course is designed as an introduction/bridge course that prepares students to take Spanish I for credit at a later date. This course is not available to all students; counselors will place students in this class based on student backgrounds and needs.

ENRICHMENT

Level: 9-12

970133

One Semester, ½ Credit

Requirement: Approval by Teacher.

Those students learning English as a second language.

BUSINESS DEPARTMENT (CTE)

COMPUTER BUSINESS APPLICATIONS (CBA)

492120

Level: 9-12

All Year, 1 Credit

Prerequisite: Knowledge of keyboarding skills

THIS COURSE IS A PRE-REQUISITE FOR ALL BUSINESS COURSES.

This is a two semester course designed to introduce students to business applications that are necessary to live and work in a technological society. Emphasis is given to hardware, concepts, and business uses of applications. The business applications covered are word processing, database, spread-sheet, graphics integrated software, electronic mail, management-support software and image processing.

DC I – DIGITAL LAYOUT AND DESIGN (MYP Designed Course)

492150

Level: 10-12

One Semester, ½ Credit

Prerequisite: CBA

DC I – Digital Layout and Design is a one-semester course that combines the versatility of the computer with page-design software, enabling students to produce materials of near photo-type quality. The course includes page composition, layout, design, editing functions and a variety of printing options. **(IBCP students take this course in grade 11 only)**

DC II – DIGITAL IMAGING (MYP Designed Course)

492160

Level: 10-12

One Semester, ½ Credit

Prerequisite: DC I

DC II – Digital Imaging is a one-semester course designed to study the process of editing digital images, photography, and appropriate visual signals to communicate the desired message to an audience effectively. Principles are used to analyze and organize information, set up a design structure, and produce special visual expressions and techniques that are applied to graphics, photos, and video. These techniques are then applied to develop a finished product / portfolio to be used in further education. **(IBCP students take this course in grade 11 only)**

DC III – DIGITAL MEDIA

492360

Level 11-12

One Semester, ½ Credit

Prerequisite: DC I & DC II

DC III – Digital Media is a one-semester hands-on course focusing on the creative and technical skills necessary for Web design and animation. Students will create visual effects and animated graphics for video, web, and other types of media using computer software. Students learn the fundamentals of Web design and HTML, explore techniques used in building media for the Web, along with learning to develop content and publish media-based Web sites to the Internet. **(IBCP students take this course in grade 12 only)**

DC IV – DIGITAL AUDIO/VIDEO PRODUCTIONS**492370**

Level 11-12

One Semester, ½ Credit

Prerequisite: DC I, DC II, DC III. (IBCP students take this course in grade 12 only)

DC IV – Digital Audio / Video Productions is a one-semester course where students are introduced to audio and video. They will capture, create, and edit audio and video files for media productions and various delivery formats. This course allows the student to build digital audio and video making skills by having them conceive, storyboard, record, edit, and finalize projects in various media formats. This is a hands-on course that teaches students how to use audio and video editing software to edit audio and video.

COMPUTERIZED ACCOUNTING I**492100**

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA

This is a two-semester course with emphasis on basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Knowledge of programming is not necessary for enrollment. Entry-level skills in the accounting occupations can be attained.

COMPUTERIZED ACCOUNTING II**492110**

Level: 10-12

All Year, 1 Credit

Prerequisite: Computerized Accounting I w/at least a “C” average or above

This is a two-semester course designed to provide students with the knowledge, understanding, and skill necessary for successful careers in accounting. Partnerships as well as departmental, corporate and cost accounting systems are components of the course. Emphasis is given to the computerized/automated functions in accounting.

INTRODUCTION TO FINANCE**492240**

Level: 10-12

One Semester, ½ Credit

Prerequisite: CBA This course is designed for Seniors.

This course focuses on the individual's role and financial responsibilities as a student, citizen, consumer and participant in the business world. It informs students of their financial responsibilities.

ADVERTISING**492010**

Level: 10-12

One Semester, ½ Credit

Prerequisite: CBA

Advertising is a one-semester course designed to focus on the competencies needed for the planning and implementation of a successful advertising program. Students are exposed to media methods of research, budgets, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copy writing, layout, and production in various media.

MANAGEMENT**492320**

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA

Management is a two-semester course that assists the student in understanding basic management functions. Students study the management process, decision-making, environmental factors, basic ethics, and social responsibility. Planning, organizing, leading and controlling are emphasized as well as basic concepts of staffing, leadership, communications, entrepreneurship, and international management.

IB BUSINESS MANAGEMENT I

Level : 11-12

PENDING

All Year, 1 Credit

Required: IB Diploma Coordinator Approval. (Recommended: GPA of 2.5 or better and reading at or above grade level.) This is the first year of a two-year rigorous course designed by the International Baccalaureate. It includes the study of decision-making within an organization and examines the use of information technology in business contexts. The course is designed to develop students' ability to analyze and evaluate business activities at local, national, and international levels. It encourages the appreciation of ethical concerns and corporate social responsibilities. During the second year students will be required to complete and submit a written commentary that demonstrates the application of business management tools, techniques, and theories to a realistic business problem. Students are also required to sit for externally moderated IB assessments in May of the second year's study.

SPORTS & ENTERTAINMENT MARKETING

Level: 10-12

492640

One Semester, ½ Credit

Prerequisite: CBA

Sports and Entertainment Marketing is a one-semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship. Venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution.

BUSINESS LAW I/Business Law II

Level: 10-12

492070/492080

All Year, 1 Credit

Prerequisite: CBA

Sports and Entertainment Marketing is a one-semester course designed to provide students with This is a two-semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws relating to minors, consumers, and the business firms; elements of contracts; credit; sales contracts; employment laws; commercial paper; insurance and property rights.

ENTREPRENEURSHIP I / ENTREPRENEURSHIP II

Level: 10-12

492170/492180

All Year, 1 Credit

Prerequisite: CBA

Sports and Entertainment Marketing is a one-semester course designed to provide students with This is a one-year course designed to offer an overview of the American business enterprise system. A study is made of the various forms of ownership, internal organization, management functions and financing as they relate to business. Focus is on the concepts and practices of small

business ownership and management. Students will be introduced to microcomputer software that is used as a tool for management functions.

LODGING AND MANAGEMENT I

492300

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA

This is a two-year in-depth study of worldwide travel, transportation and tourism. Students are introduced to the industry as a whole and the job opportunities that are available. The course covers allocation, technology, and social, organizational, technological systems.

LODGING AND MANAGEMENT II

492310

Level: 10-12

All Year, 1 Credit

Prerequisite: CBA & LODGING AND MANAGEMENT I

This is the second year of in-depth study of worldwide travel, transportation and tourism. Students will continue to study the industry as a whole and the job opportunities that are available.

SKILLED AND TECHNICAL SCIENCE (CTE)

EAST/WORKFORCE TECH (MYP Designed Course)

560010

Level: 9-12

All Year, 1 Credit

Will meet MYP Technology requirement.

This year of EAST LAB experience is designed to help students transition from school to work. It focuses on SCAN competencies with emphasis on problem solving, teamwork, communication skills, and the use of technology. COUSE IS RECOMMENDED FOR SELF-MOTIVATED, INDEPENDENT LEARNERS.

EAST INITIATIVE II (MYP Designed Course)

560020

Level: 10-12

All Year, 1 Credit

Prerequisite: EAST/Workforce Tech

EAST II employs a problem based, service learning environment that encourages students to use advanced technological applications, problem solving, team work, communication, and critical thinking skills. Real world advanced application in programming, computer design, and animation are used to reinforce math skills. Oral and written communication skills are reinforced through presentations, projects, and electronic communication. Work ethics and attitudes are strengthened as students take personal ownership, responsibility for software and equipment inventory, maintenance, networking issues, and system administration.

EAST INITIATIVE III

560030

Level: 11-12

All Year, 1 Credit

Prerequisite: EAST II

EAST III extends the problem-based, service-learning environment for students to further advance in their experience with hands-on, real world problem solving, technological applications, teamwork, communication, and critical-thinking skills. Real-world advanced application in programming, computer design, and animation are used to reinforce math skills.

Oral and written communication skills are reinforced through presentations, projects, and electronic communication. Work ethics and attitudes are strengthened as students take personal ownership, responsibility for software and equipment inventory, maintenance, networking issues, and system administration.

EAST INITIATIVE IV

560040

Level: 12

All Year, 1 Credit

Prerequisite: EAST III

EAST IV advances and extends the problem-based, service-learning environment for students to further advance in their experience with hands-on, real world problem solving, technological applications, teamwork, communication, and critical-thinking skills. Real-world advanced application in programming, computer design, and animation are used to reinforce math skills. Oral and written communication skills, presentations, projects, and electronic communication is taken to a fourth year level. Work ethics and attitudes are strengthened as students take personal ownership, responsibility for software and equipment inventory, maintenance, networking issues, and system administration, demonstrating fourth year abilities in EAST knowledge and experience.

FUNDAMENTALS OF PHOTOGRAPHY (MYP Designed Course) 494350

Level: 9-12

All Year, 1 Credit

Prerequisite: Knowledge of basic computer skills is necessary. Will meet MYP Technology requirement

This core instructional program prepares individuals to effectively communicate ideas and information to business and consumer audiences and record events and people via film, still, or video photography.

INTERMEDIATE PHOTOGRAPHY

494370

Level: 10-12

All Year, 1 Credit

Prerequisite: Fundamentals of Photography

This core production based program is designed to provide the second year photography student with fine-tuned knowledge and skills. **(IBCP students take this course in grade 11)**

ADVANCED PHOTOGRAPHY

494380

Level: 11-12

All Year, 1 Credit

Prerequisite: Intermediate Photography

This independent production based program is designed to provide the advanced photography student with practical knowledge and highly advanced skills for a comprehensive career in photography. **(IBCP students take this course in grade 12)**

FAMILY AND CONSUMER SCIENCES (CTE)

FAMILY AND CONSUMER SCIENCES (MYP Designed Course) 493080

Level: 9-12

All Year, 1 Credit

This course is a prerequisite for all other courses in the FACS department of study.

Family and Consumer Sciences (Home Economics I) is designed to provide students the basic information and skills needed to function effectively as an individual, as a family member, and as a consumer. Emphasis is given to the development of competencies related to needs and growth patterns of children; techniques of discipline; health and safety procedures when caring for children; selection of toys or play activities; wardrobe planning and selection; garment construction; consumer practices; money management; use of credit and banking services; family and individual health; principles and elements of design; arrangement of personal living space; the computer as a home appliance; home management; relationship; home economic occupations.

FAMILY DYNAMICS

493100

Level: 10-12

All Year, 1 Credit

Prerequisite: Family and Consumer Sciences

Family Dynamics focuses on the role of the family in helping individuals develop to their highest potential, in strengthening the community, and in their addressing concerns of a global society. Emphasis is given to image dimensions, life relationships, crises management, food and fitness, responsible parenting, resource management, living environments, clothing and appearance, civic responsibility, and new technologies and trends affecting families. Upon completion of this course, the students should have an understanding of the impact of the family unit on an individual's ability to function successfully in an increasingly complex society.

CLOTHING MANAGEMENT (MYP Designed Course) 493030

Level: 10-12

One Semester, ½ Credit

Prerequisite: FACS

Experience in the Clothing Management course is designed to assist students in developing skill necessary for decision making as a clothing consumer and for understanding the role of the clothing and textile industry in the economy. Emphasis is given to the development of competencies related to clothing selection, clothing needs of family members, clothing care, characteristics of natural and synthetic fibers, types of fabrics and fabric finishes, laws and regulations related to the clothing and textile industry, use and care of basic sewing supplies and equipment, fabric selection, clothing construction techniques, jobs and careers in clothing and textiles, computer use in clothing and textiles, and effects of technology on the clothing and textiles industry. Upon completion of this course, the student should acquire skills needed for clothing and textiles occupations and development knowledge of the impact of technology on the clothing and textiles industry.

FOODS AND NUTRITION I (MYP Designed Course) 493110

Level: 10-12

One Semester, ½ Credit

Prerequisite: Family and Consumer Sciences. Meets MYP Technology requirement.

This is a laboratory course including the principles of cookery, meal planning, preparations, and nutrition. Management of time, energy and money will be studied as well as foreign cookery and outdoor cookery.

HUMAN RELATIONS

493150

Level: 10-12

One Semester, ½ Credit

Prerequisite: FACS

Human Relations focuses on the development of skills needed in order to build and maintain successful relationships in the home, community, and workplace. Upon completion of the course, the student should have a better understanding of self, know how to communicate effectively, and be able to establish and maintain effective relationships with family members, peers, and others.

PARENTING

493210

Level 9-12

One Semester, ½ Credit

Prerequisite: FACS. *(This course is normally paired up with Child Development (493020) in a school year.)*

Parenting is designed to assist students in developing an understanding of the parenting process and of parenting skills. This course is designed as a study of social, physical, emotional, and intellectual development of children from prenatal to school age. It is also a study of the care of children and will include opportunities to work with children in childcare centers. Upon completion of this course, a student should possess skills necessary to provide quality care for children-as a parent, as one employed to care for children, or as one who interacts with children in other settings.

CHILD DEVELOPMENT

493020

Level: 10-12

One Semester, ½ Credit

Prerequisite: FACS

This course is designed to focus on skills needed to guide the physical, intellectual, emotional, and social development of children. Upon completion of this course, the student should be prepared to care for and guide the development of a child through all stages of growth-within a family, as a child care professional, or in other experiences with children. It is also a study of the care of children and will include opportunities to work with children in childcare centers. ***This course is normally paired up with Parenting (493210) in a school year.***

CAREER DEVELOPMENT (CTE)

CAREER READY 101 ONLINE

Level: 11-12

493910

One Semester, ½ Credit

Career Ready 101 Online is a course offered totally online for high school students in grades 11-12. This course is 0.5 credits and can be used as an elective toward completion status in any of the career and technical programs of study. It is designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, research college and career information, refine their choices through a decision making process, and master the employment and transferrable skills most needed by employers today.

Leadership 101

Level: 10-12

Description Pending

999120

One Semester, ½ Credit

NAVAL JUNIOR ROTC DEPARTMENT (CTE)

NAVAL JUNIOR ROTC I

Level: 9-12

495850

All Year, 1 Credit

Taking this course for an entire year meets the ADE requirement for Physical Education and Health. This entry level course introduces basic naval terms with emphasis on the Core Values of the U.S. Navy: HONOR, COURAGE AND COMMITMENT. Self-discipline, attention to detail and personal organization are stressed. Emphasis is placed on local community service, basic military drill, PE, Naval customs and ceremonies, flag etiquette, American History and Governmental Laws and Navy Ships and Aircraft. Time is spent instilling in the student confidence and ability to prepare for future leadership roles in either the military or civilian environment..

NAVAL JUNIOR ROTC II

Level: 10-12

495860

All Year, 1 Credit

Prerequisite: ROTC I

This course emphasizes Maritime History and the political and economic impact of the U.S. Navy and the world's oceans on the American nation. Topics covered also include Leadership, Maritime Geography, Oceanography, Meteorology, Astronomy and the Physical Sciences of the ocean.

NAVAL JUNIOR ROTC III

Level: 11-12

495870

All Year, 1 Credit

Prerequisite: NJROTC I, II

This course is a continuation of NJROTC II with emphasis on sea power, national security, naval operations and support functions, military law, international law and the law of the sea, ship construction and damage control, ship board organization and watch standing, basic seamanship, marine navigation, rules of the road and naval weapons and aircraft.

NAVAL JUNIOR ROTC IV

Level: 12

495910

All Year, 1 Credit

Prerequisite: NJROTC I, II, and III

Naval Junior ROTC IV is designed to be a senior advanced course to meet the advanced Naval Science academic requirements of the senior cadets participating in the full four-year course curriculum. Curriculum topics are fundamentals of leadership, taking responsibility and demonstrating leadership and achieving effective communications.

NAVAL JUNIOR ROTC DRILL TEAM

Level: 10-12

999870

All Year, ½ Credit

Required: INSTRUCTOR APPROVAL

Drill and Air Rifle for returning cadets only with permission from the Senior Naval Science Instructor.

PHYSICAL EDUCATION & HEALTH DEPARTMENT**PHYSICAL EDUCATION**

Level: 9-12

485000

One Semester, ½ Credit

This program includes learning experiences in selected activities according to interest and needs of the individual. Activities include volleyball, basketball, softball, tennis, golf, soccer, conditioning exercises, flag football, track, weight lifting, and other activities. Good personal grooming, healthy bodies, ability to work with others, and the proper use of leisure time are goals of this program. *This course is normally paired up with Health (500109) in a year.*

PHYSICAL EDUCATION

Level: 9-12

485001

All Year, 1 Credit

This program includes learning experiences in selected activities according to interest and needs of the individual. Activities include volleyball, basketball, softball, tennis, golf, soccer, conditioning exercises, flag football, track, weight lifting, and other activities. Good personal grooming, healthy bodies, ability to work with others, and the proper use of leisure time are goals of this program. *(No more than 1 credit unit may be applied toward fulfilling the necessary units to graduate.)*

PHYSICAL STRENGTH AND CONDITIONING

Level: 9-12

585020

One Semester, ½ Credit

(No more than one (1) unit may be applied toward fulfilling the necessary units to graduate.)

The Physical Strength and Conditioning class will be a well-rounded class that addresses all phases of physical fitness. Students will perform and record progress in several areas of physical fitness including: weight training, flexibility, cardiovascular endurance, core training, plyometric training, agility exercises, social skills, and competitive games while providing an environment of cultural diversity. A record will be kept of student's progress in several weight lifting and running events. Students will participate in sporting events and be tested each semester in the President's Fitness Challenge. Students will gain a greater understanding of the benefits of physical exercise and training, build self-confidence, boost overall fitness, and social interaction.

HEALTH**480000**

Level: 9-12

One Semester, ½ Credit

This course teaches the student everyday nutrition, family living, health habits, prevention of disease, principles of safety and first aid, personality development, social hygiene, and information about public agencies.

DRIVER EDUCATION**690040**

Level: 9-12

One Semester, ½ Credit

Requirement: Ability to meet state requirements for driver-trainer permit; 2.0 GPA from previous semester of school; \$25 fee

This is a course designed to teach the student the proper attitudes toward driving and the mechanical functions needed for safe driving. The student learns through classroom study and using a dual control automobile.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY IB**559810**

Level: 11-12

All Year, 1 Credit

Diploma Coordinator Approval. This IB course emphasizes the study of the social significance and ethical considerations arising from information technology (IT) on a local, national, and global level. The course of study will encourage students to develop a well-rounded knowledge base regarding IT in support of developing higher-level critical thinking and problems solving skills. The ITGS student will explore the nature of the social and ethical issues arising from IT and will develop products and solutions to these issues on a global level. The ITGS student will develop a thorough competence in the tools, the applications, and the utilization of IT. Students will be assessed externally through two papers and internally through the creation of a portfolio and a project.

NATIONAL PARK TECHNOLOGY CENTER**ADVERTISING DESIGN**

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

Qualifies for IBIP

Fundamentals of Advertising & Design 494150

Advertising & Design Lab 494160

Intermediate Advertising & Design 494170

The mission of the Advertising Design program is to guide students in an exploration of careers in the fields of advertising and graphic design. Students will learn to effectively communicate ideas and information to businesses and consumer audiences and skills needed to produce a comprehensive graphic message.

AUTOMOTIVE SERVICE & TECHNOLOGY

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

Brakes 494180

Auto Electrical Systems 494190

Suspension & Steering 494210

NPCC Engine Performance 494200

CRIMINAL JUSTICE

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

IBCP students take this course in grade 11

Criminal Law 494610

NPCC Intro to Criminal Justice 494620

NPCC Foundations of Law Enforcement 494630

NPCC Crime Scene Investigation 494640

The mission of the Criminal Justice program is to introduce students to occupations in law enforcement and the criminal justice system of the United States and the State of Arkansas. The program will assist students in discovering how the law affects their lives and in making connections between the development of laws and societal and individual values.

MACHINE TOOL TECHNOLOGY

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

The mission of this program is to introduce students to the field of manufacturing technology. Machine Tool Technology prepares individuals to shape parts on machines such as lathes, grinders, drill presses, and milling machines from various materials. Students may also train in the use of individual machine tools.

MEDICAL PROFESSIONS EDUCATION

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

IBCP students take this course in grade 11

Human Anatomy 495300

Medical Procedures 495330

Medical Cln. Instr. 495310

Int. Med. Prof. 495340

Medical Terminology 495360

Medical Procedures Exp. 495390

The mission of this program is to give students a broad understanding and occupational awareness of professions within the medical field. Instruction includes theory and laboratory activities in medical terminology, health and disease, medical procedures, medical professions, and other health related courses. Shadowing and observation are also program components for Level II students.

WOOD TECHNOLOGY

Level: 11-12

Year One, 2 Credits; Year Two, 2 Credits

Furniture Manufacturing 494850

Furniture Manufacturing Lab 494860

Furniture Manufacturing II 494870

The mission of this program is to explore the wood manufacturing industry and expose youth to steps involved in creating wood objects from idea and need to execution and finishing. Students explore man's first industry and take home wood projects they learn to build with the help of an instructor who has worked with wood for over 25 years.

INTRODUCTION TO ENGINEERING I & II

Level: 11-12

Two Years, 2 Credits

IBCP students take this course in grade 11

Introduction to Engineering Design (Fall) 495480

Principles of Engineering (Spring) 495490

Introduction to Engineering Design is an introduction course that develops students' problem solving skills, with emphasis placed on the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. The course will emphasize the design and development process of a product and how a model of that product is produced, analyzed, and evaluated, using a computer aided design system. Various design applications will be explored with discussion of possible career opportunities.

NATIONAL PARK CONCURRENT CREDIT CLASSES

Although HSHS offers the following concurrent credit classes, with the convenience of courses being taught on the HSHS campus, students must remember that the concurrent credit classes are **NPCC courses and will be taught at the same rigor of college courses. Students are required to be enrolled with NPCC and be responsible to meet the expectations and requirements of college courses.**

Students who are not making a grade of C or better should drop the course prior to the withdrawal date deadline. It is the student's responsibility to drop the course prior to the withdrawal date. If a student chooses to remain in a college course, and the college GPA is 1.9 or lower, they will be placed on Academic Probation with NPCC.

CONCURRENT CREDIT OPPORTUNITIES (OTHER CONCURRENT COURSES PENDING)

NPCC English Composition I	519901
NPCC English Composition II	519902
NPCC College Algebra	539900
NPCC College Trigonometry	539902
NPCC World Civilization to 1500	Pending
NPCC World Civilization since 1500	Pending
NPCC Health and Safety	580901

SPECIAL EDUCATION DEPARTMENT

LANGUAGE ARTS 9		
Level: 9	972100	All Year, One Credit
LANGUAGE ARTS 10		
Level: 10	972101	All Year, One Credit
LANGUAGE ARTS 11		
Level: 11	972102	All Year, One Credit
LANGUAGE ARTS 11 PORTFOLIO		
Level: 11	972103	All Year, One Credit
LANGUAGE ARTS 12		
Level: 12	972104	All Year, One Credit
READING 9-10		
Level: 9-10	972110	All Year, One Credit
READING 11-12		
Level: 11-12	972111	All Year, One Credit
MATH 9 PORTFOLIO		
Level: 9	973900	All Year, One Credit
MATH 10		
Level: 10	972301	All Year, One Credit
MATH 11		
Level: 11	972303	All Year, One Credit
MATH 12		
Level: 12	972304	All Year, One Credit
SCIENCE / CR FOC 9-12		
Level: 9-12	972201	All Year, One Credit
SCIENCE 10 PORTFOLIO		
Level: 10	973910	All Year, One Credit
SOCIAL STUDIES 9-12		
Level: 9-12	972701	All Year, One Credit
RES LIVING SKILLS 9-12		
Level: 9-12	971500	All Year, One Credit
TRANSITION CLASS 12		
Level: 12	971531	All Year, One Credit
ABILITIES	000003	All Year, One Credit
REHAB (ACTI)	000004	All Year, One Credit

ACTIVITIES

(Teacher/Coach Approval Required)

None of these activities meet NCAA or AAA requirements for eligibility purposes.

999810	Football & Off-Season
999811	Football & Off-Season 9 th Grade
999812	Boys Basketball & Off-Season
999813	Boys Basketball & 9 th Grade
999815	Girls Basketball & Off-Season 9 th Grade
999814	Girls Basketball & Off-Season
999820	Baseball & Off-Season
999818	Girls' Track
999819	9 th Grade Girls' Track
999816	Boys' Track
999817	Boys' Track
999821	Softball & Off-Season
999822	Volleyball
999827	Girls' Soccer & Off-Season
999823	Boys' Soccer & Off-Season
999824	Tennis
999825	Golf
999870	NJROTC Drill Team
999850	Cheerleading (Try out)
999851	T-Steppers (Try Out)
999828	Wrestling
999829	Swimming
999826	Bowling
999831	Assistants Level: 10-12 (Counselor and Librarian Approval)
999130	Yearbook

HOT SPRINGS HIGH SCHOOL

Career and Technical Education Programs of Study

BUSINESS

Digital Communications:

‘ Computer Business Applications (1)

Digital Communications I (.5)

Digital Communications II (.5)

Digital Communications III (.5)

Digital Communications IV (.5)

Other business class offering (These do not count toward completion status): Introduction to Personal Finance, Business Law, Sports Marketing, Advertising, Computerized Account II)

FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences

Family and Consumer Sciences (1)

Plus, 2 more credits chosen from below:

Family Dynamics (1)

Human Relations (.5)

Child Development (.5)

Parenting (.5)

Clothing Management (.5)

Food and Nutrition (.5)

East (.5) MAY ONLY BE USED ONCE FOR .5 CREDIT

BUSINESS

Digital Communications:

Computer Business Applications (1)

Digital Communications I (.5)

Digital Communications II (.5)

Digital Communications III (.5)

Digital Communications IV (.5)

APPENDIX I



National Park College

101 College Drive ■ Hot Springs National Park, Arkansas 71913
(501)760-4145 ■ Fax (501)760-4398 ■ www.np.edu

May 21, 2015

Hot Springs High School
Attn: Lloyd Jackson
701 Emory Street
Hot Springs, AR 71913

Dear Dr. Jackson:

Arkansas Department of Higher Education and the Higher Learning Commission requires National Park College to have a current, written and signed Memorandum of Understanding with each high school whom the college offers concurrent enrollment. Pursuant with the policy, attached is a Memorandum of Understanding for your signature.

Please sign and return the Memorandum with the appropriate signatures. Please make a copy of the signed Memorandum for your files.

We value the educational experiences between your school and National Park College.

Yours truly,

Connie L. Poteet, M. Ed.
Concurrent Credit Coordinator

**Memorandum of Understanding
Between
National Park College
101 College Drive; Hot Springs, AR 71913
and
Hot Springs High School
701 Emory Street; Hot Springs, AR 71913**

This Memorandum of Understanding establishes a plan whereby eligible students from Hot Springs High School will take courses from National Park College listed as Concurrent Credit Courses. Courses will be taught on the campus of National Park College during the 2015-2016 term.

These college courses are offered through National Park Technology Center with the intent of providing instruction for advanced and high achievement students who are enrolled in high school and who can progress through the educational system at a rate consistent with their abilities.

Upon successful completion of each course, the student will receive the appropriate number of college credits as listed in the National Park College catalog. Courses may also be applied to meet high school graduation requirements.

Students Role and Responsibilities

Each student must be enrolled in both Hot Springs High School and National Park College to receive credit for each College concurrent course completed. Each high school student must:

1. Score 19 or better on the ACT Reading sub-test to take **any** concurrent general education credit courses and 19 or better on the ACT English sub-test and 20 or better on the Math sub-test to enroll in an English Composition or Math course.
2. Apply and be admitted to National Park College.
3. Register for the course by the designated date set by National Park College for enrollment.
4. Remit payment of the \$50.00 registration fee per semester, unless the cost is paid by the public school district or the College.
5. Obtain written permission from his or her parent(s) or legal guardian(s) and high school principal to participate in the College's concurrent courses.

Faculty Role and Responsibilities

Hot Springs High School and National Park College shall be responsible for selecting sufficient qualified instructors to teach the College's concurrent courses. Instructors must meet the following minimum standards and requirements:

1. Have a Master's degree with a minimum of 18 graduate college credit hours in the subject area being taught.
2. If teaching a blended AP concurrent course(s), must have completed AP training in the subject area(s) and submit documentation of successful completion of AP training.
3. Submit an official transcript to National Park College.
4. Use the approved College course syllabus.
5. Use the same textbook or a textbook with aligned content and course learning outcomes as approved by the College.
6. Adopt the same learning outcomes and assignments as those developed for the course offered on the College campus with limited exceptions approved by the College.
7. Use the same course grading standards as those on the College campus, maintaining they are in accordance with all grading standards as mandated by the Arkansas Department of Education to the extent these standards meet or exceed National Park Community standards. If departmental exams are used in the College campus courses, then those course exams must be used at the High School site.
8. Instructors are required to verify the class rosters to ensure all students are registered properly. National Park College staff will provide teachers and counselors with class rosters soon after the registration deadline.
9. Submit grades online through OASIS by the published deadline.
10. Permit College faculty and/or staff to visit the classroom for the purpose of evaluating whether course objectives are being addressed and the course is appropriately rigorous.
11. Provide students with the opportunity to evaluate the course and the instructor.
Results will be shared with the instructor when available.

Professional Development for High School Faculty

National Park College shall provide opportunities for High School teachers and higher-education faculty to collaborate through planning, teaching and professional development. The High School will encourage common planning time for High School instructional faculty. Teacher mentoring and professional development will be made available where necessary. National Park College shall participate and create professional development opportunities for High School concurrent enrollment faculty annually as outlined in their 190 day teacher contract with the public school.

High School Role and Responsibilities

Hot Springs High School will cover the cost of books and materials, as well as the cost of the instructor. For concurrent courses taught at a high school site for which National Park College provides the instructor, Hot Springs High School will reimburse National Park College to offset the cost of providing an instructor at the following rate:

College Course	Cost
3 credit course = 3 contact hours	\$1,500.00

4 credit non Science course = 4 contact hours	\$2,000.00
4 credit Science with Lab course = 5 contact hours	\$2,500.00

Student is responsible for payment of the \$50.00 registration fee per semester, unless the cost is paid by the public school district.

College Role and Responsibilities

National Park College will provide a concurrent credit Instructor Manual.

The following courses will be taught on the High School campus for the 2015-2016 school term:

High School Course Offering	NPCC Course	Credit Hours
Pre-AP English 10	ENG 1113, Composition I	3
Pre-AP English 10	ENG 1123, Composition II	3
Pre-AP Oral communications	SPCH 1103, Fundamentals of Public Speaking	3
Pre-cal/Trig	MATH 1123, College Algebra	3
Pre-cal/Trig	MATH 1133, Trigonometry	3
AP Biology	BIOL 1114, General Biology	4
IB Spanish II	SPAN 2113, Intermediate Spanish I	3
IB Spanish III	SPAN 2123, Intermediate Spanish II	3
IB English 11	ENG 2273, World Literature I	3
IB English 11	ENG 2283, World Literature II	3
Music Appreciation	MUS 1213, Music Appreciation	3
US History to 1865	HIST 2223, US History to 1865	3
US History since 1865	HIST 2233, US History since 1865	3
Psychology	PSYC 1103, General Psychology	3
AP Literature	ENG 2223, American Literature I	3
AP Literature	ENG 2233, American Literature II	3
Pre-AP Health	HPR 1102, Life Fitness Concepts	2
IB Physics	PHYS 1204, General Physics	4

American National Government	POLS 1113, American National Government	3
Sociology	SOC 1103, Introduction to Sociology	3

The following Career and Technical Education (CTE) courses will be taught on the College campus for the 2015-2016 school term. National Park Technology Center is operated by NPCC and the faculty are considered college faculty.

National Park Technology Center Course Offering	NPCC Course	Credit Hours
Fundamentals of Advertising & Graphic Design	GRD 1183 Desktop Publishing & Design I	3
Fundamentals of Advertising & Graphic Design	GRD 1153 Photoshop Studio I	3
Fundamentals of Advertising & Graphic Design	GRD 1143 Adobe Illustrator	3
Intermediate Advertising & Graphic Design	GRD 2183 Desktop Publishing & Design II	3
Intermediate Advertising & Graphic Design	GRD 1103 Advertising I	3
Intermediate Advertising & Graphic Design	GRD 2083 Designing for the Internet	3
Introduction to Criminal Justice	CRJ 1103 Intro to Criminal Justice	3
Medical Procedures Expanded	EMT 1501 Basic Life Support	1
Medical Terminology	ALH 1203 Medical Terminology	3
Medical Procedures	ALH 1302 Intro to Health Science	2
Medical Procedures Expanded	HPR 1113 Personal Safety & First Aid	3
Intro to Engineering Design	EGR 1123 Introduction to Engineering	3

This Memorandum of Understanding is effective as of the date of its signature. It will be valid for the duration of the academic year, and will be renewed annually. The high school or the college can modify or terminate the written, signed concurrent agreement during the annual review period. Non-compliance with the terms of the MOU and the Concurrent Enrollment Policy will also result in termination of the agreement.

Hot Springs School District – Superintendent

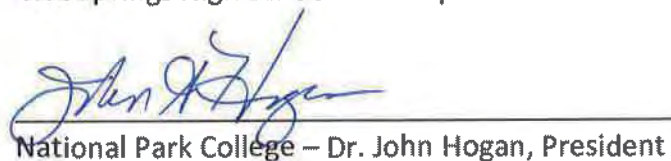
Date



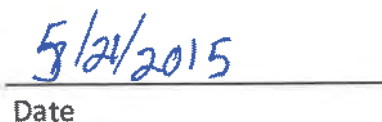
Hot Springs High School – Principal



Date



National Park College – Dr. John Hogan, President



Date

National Park College

Academic Calendar

Fall 2015

August 17 (M) p.m.)	Workshop Day (COLLEGE CLOSED 8:30 a.m. – 1:30 p.m.)
August 18 (T)	Faculty Workday
August 18 (T)	Last day to register for Fall Classes
August 19 (W)	Classes Begin
September 7 (M)	Labor Day (COLLEGE CLOSED)
October 11-13 (S,M,T)	AAC, Hot Springs
October 15 (R)	Mid-Term Grades Due 4:30 p.m.
October 16 (F)	Last Day to Apply for December 2014 Graduation
November 13 (T)	Last Day to Withdraw/Drop
November 16 (M)	Priority Registration begins for Currently Enrolled Students
November 23-24 (M-T)	Thanksgiving Break (No Classes – COLLEGE OPEN)
November 25-28 (W-S)	Thanksgiving Break (COLLEGE CLOSED)
November 30 (M)	Public Registration
December 9 (W)	Last Day of Classes
December 9 (W)	Final Exams for Wednesday Evening Classes
December 10-15 (R-T)	Final Exams
December 16 (W)	Final Grades Due 4:30 p.m.
December 21, 2015 – January 1, 2016	College Closed

Spring 2016

January 4 (M)	College Reopens
January 11 (M)	Workshop Day (COLLEGE CLOSED)
January 12 (T)	Faculty Workday
January 13 (W)	Classes begin
January 16 (S)	Saturday classes begin
January 18 (M)	MLK, Jr. Day (COLLEGE CLOSED)
March 11 (F)	Mid-Term Grade Reports Due 4:30 p.m.
March 16 (W)	Last Day to Apply For May 2016 Graduation
March 21 - 26 (M-S)	COLLEGE CLOSED – SPRING BREAK
March 28 (M)	Classes Resume
April 1 (F)	Last Day to Drop/Withdraw
April 4 (M)	Priority Registration Begins For Currently Enrolled Students
April 18 (M)	Public Registration
May 4 (W)	Last Day of Classes
May 4 (W)	Final Exams for Wednesday Evening Classes
May 5 (R) - May 10 (T)	Final Exams
May 11 (W)	Final grades due 4:30 p.m.
May 14 (S)	Graduation – Bank of the Ozarks Arena 10:30 a.m.



National Park College

Concurrent Enrollment Form

PLEASE PRINT INFORMATION

Social Security Number

Last Name

First

Middle

Student Phone

Student's personal e-mail address (not a school email address)

Semester: Fall, 2015

School: Hot Springs High School

Please check the class(es) you are enrolling:

Check	Course No	High School Course Offering	NPCC Course Title
	1373	Pre-AP English 10	ENG 1113, Composition I, M-F, 7:55; Henderson
	1374	Pre-AP English 10	ENG 1113, Composition I, M-F, 8:48; Henderson
	1375	Pre-AP English 10	ENG 1113, Composition I, M-F, 12:50; Henderson
	2011	IB English II	ENG 2273, World Literature I, M-F, 10:34; Henderson
	2012	IB English II	ENG 2273, World Literature I, M-F, 1:43; Henderson
	2013	AP Literature	ENG 2223, American Literature I, M-F, 8:48; Redding
	2014	AP Literature	ENG 2223, American Literature I, M-F, 10:34; Redding
	1720	College Algebra	MATH 1123, College Algebra, M-F, 11:27; Horn
	2015	IB Spanish II	SPAN 2113, Intermediate Spanish I, M-F, 9:41; Espinosa
	2016	IB Spanish III	SPAN 2123, Intermediate Spanish II, M-F, 12:50; Lunsford
	2017	IB Spanish III	SPAN 2123, Intermediate Spanish II, M-F, 1:43; Lunsford
	2018	IB Physics	PHYS 1204, General Physics I, M-F, 11:27; VanZandt
	2019	Pre-AP Oral Communications	SPCH 1103, Fundamentals of Public Speaking, M-F, 7:55; Beard
	2020	Pre-AP Oral Communications	SPCH 1103, Fundamentals of Public Speaking, M-F, 1:43; Beard

ACT/Compass Score: Attach copy of your current score(s). Test scores must be dated before the beginning of the semester.

ACT sub-test	ACT minimum score	COMPASS minimum score
Reading	19	83
Math	20	41
English/Writing	19	80

I am a legal resident of the United States: ☐ yes ☐ no

Student, parent and/or guardian acknowledge the school district will be responsible for the payment of the \$50.00 registration fee (this fee is non-refundable and is charged each semester). **If this registration form is not completed and signed by Wednesday August 26th, student will not receive concurrent credit for the course(s).**

Student acknowledges eligibility for concurrent credit; registration and enrollment must be made at the **beginning** of the semester. The Student Handbook is located on the website at: <http://npcc.edu/academics/concurrent/documents/concurrent-student-handbook.pdf>.

If student withdraws or is dropped from the course before November 13, 2015, the student will receive a 'W' on the official transcript. If withdraw or drop from the course occurs after November 13, 2015, the student will receive an 'F' on the official transcript.

By signing below, the student hereby authorizes National Park College to release grades for the indicated courses to my parent/guardian and my home school.

Signature of Student

Date

Signature of Parent/Guardian

Date

Hot Springs High School

Bell Schedule

2016-2017

7:00 – 7:48	Zero Hour
7:50	First Bell
7:55 - 8:43	First Period
8:48 - 9:36	Second Period
9:41 - 10:29	Third Period
10:34 - 11:22	Fourth Period
11:22 - 11:52	Lunch A
11:27 - 12:15	Fifth Period A
11:57 - 12:45	Fifth Period B
12:15 - 12:45	Lunch B
12:50 - 1:38	Sixth Period
1:43 - 2:31	Seventh Period
2:36 - 3:24	Eighth Period
3:29 – 4:17	Extended Hour